



കേരള സർക്കാർ
Government of Kerala
2016



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കേരള ഗസറ്റ് KERALA GAZETTE

ആധികാരികമായി പ്രസിദ്ധപ്പെടുത്തുന്നത്
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PART III University of Kerala

(Established as University of Travancore by the Travancore University Act in 1937 and reconstituted as University of Kerala by the Kerala University Act of 1957 and presently governed by the Kerala University Act of 1974 passed by the Kerala State Legislative Assembly)

(Re-accredited by NAAC with 'A' Grade)

NOTIFICATIONS

(1)

No. Ac. L/R/2745/2016.

28th July 2016.

Amendment to the Regulations Relating to Post Graduate Diploma in Human Rights Course—Incorporation of the Mode of Evaluation in the Regulations

The Academic Council at its meeting held on 18th April 2016, approved the following amendment to the Regulations relating to Post Graduate Diploma in Human Rights (PGDHR) Course—Incorporating the mode of evaluation in the Regulations.

Amendment

“That, in the Regulations relating to Post Graduate Diploma in Human Rights (PGDHR) Course—After Clause 9 the following be incorporated as Clause 10”.

Pattern of Evaluation

1. Single Evaluation System shall be followed.
2. One external examiner shall be included in the Board of Examiners.

The above amendment to the Regulations relating to Post Graduate Diploma in Human Rights Course-Incorporation of the Mode of Evaluation in the Regulations was laid before the Senate held on 1st & on 2nd July 2016 as envisaged under section 39(i) of the Kerala University Act, 1974 for consideration and adoption and the same was approved.

(2)

No. Ac L/R/2733/2015.

16th August 2016.

Revised Regulations of Two year B. Ed. Degree Course (2015 Scheme)

Academic Council at its meeting held on 19th October 2015 approved the Revised regulations of Two year B. Ed. Degree Course (2015 Scheme).

1. The B. Ed. program proposed is based on Credit and Semester System with Grading. The curriculum will be introduced in all the Colleges of Teacher Education affiliated to University of Kerala and the Kerala University Colleges of Teacher Education directly run by the University with effect from 2015-2016 admissions.
2. The course is of two year duration. Semester system is followed in the course. There will be four semesters, with 100 working days each, excluding admissions, University examination and preparatory holidays.
3. The course consists of three components Theory, CE and other related practical work. Course content is divided into three areas Perspectives in Education (Core papers), Curriculum and Pedagogic courses (Optional papers) and Related Practical work. B. Ed. offers specialization in 13 optional subjects viz. Malayalam, English, Hindi, Sanskrit, Arabic, Tamil, Mathematics, Physical Science, Natural Science, Social Science, Geography, Commerce and Home Science.
4. There shall be a basic unit of 50 students, with a maximum of two units as intake for the course. There shall not be more than twenty five students per teacher for a school subject for method courses and other practical activities of the program to facilitate participatory teaching and learning.
5. Medium of instruction for the course is English. However, candidates may write the examination in Malayalam for all papers except language papers. The Optional papers for 'Languages' shall be written in the same language itself.
6. Admission to the course will be on the basis of the eligibility requirements, rules and regulations for B. Ed. Admissions fixed by the Government of Kerala and approved by the University from time to time.
7. A candidate will be considered to have satisfactory attendance if she/he earns not less than 75% attendance for theory classes and 90% for school internship. Seven point grade system is followed in rating attendance. Attendance will be noted in letter grades in the mark list. The attendance range and respective grades are as follows : Gr : A+ (96-100), Gr : A (91-95%), Gr : B+ (86-90%), Gr : B (81-85%), Gr : C+ (76-80%), Gr : C (75 and below). (For calculating percentage of attendance decimals will be rounded to the nearest whole number).

Condonation of shortage of attendance shall be as per existing University rules. Candidates with shortage of attendance beyond condonable limit will not be eligible to register for the end semester University Examination. In such cases the candidate has to repeat the course by taking re-admission from the University.

Only candidates who secure the required minimum attendance in the semester and registered for the end Semester University Examination is eligible to continue studies in the next Semester.

8. Readmission:—Those candidates who discontinue the course can be given the provision of readmission if otherwise eligible as long as the scheme exists. If the scheme is over, candidates have to join the course as a fresh entrant, if otherwise eligible.
9. Transitory regulations:—Whenever a Course/Scheme of instruction is changed in a particular year, three more examinations immediately following thereafter shall be conducted according to the old syllabus/regulations. Failed candidates or candidates who could not appear for these examinations have to attend classes for the new course, according to the changed Syllabus/regulations.
10. All the program/courses carrying credits/grades should be compulsorily attended by all the candidates for the successful completion of the course. Only such candidates are permitted to register for the end Semester University examination.
 - (i) Candidates who have completed the requirements of practical work related to theory (CE) and other practical courses of a Semester and registered for the End Semester University examination alone will be allowed entry to the next Semester.
 - (ii) The marks and respective grades of internal assessment (CE & Practical Courses) during each Semester have to be forwarded to the University by the institutions within one week after closing of the semester, both Online and manual/printed. (hard and soft copy).
 - (iii) School Induction Program (school initiatory experience) is for a period of one week during Semester II. School Internship will be for a period of 20 weeks divided into two phases. Phase I will be for a period of 10 weeks during Semester III and Phase II arranged for another 10 weeks during Semester IV.
 - (iv) Assessment of School Induction Program of Semester II will be done (jointly by the General and Optional teachers) by the Colleges of Teacher Education internally. There will be no external evaluation. School internship Phase I of semester III will be evaluated internally by the Colleges of Teacher Education and practice-teaching schools, as per the guidelines in the curriculum. School internship Phase II of Semester IV will be evaluated both internally (jointly by the colleges & practice-teaching schools) and externally (by the external examination team appointed by the University).
 - (v) Practical work related to Perspectives in Education (Core) and Curriculum and Pedagogic Courses (Optional papers) CE & other Practical Courses/Engagement with the field (college, school and community based) have to be compulsorily attended by all the student-teachers to be eligible for appearing for the Semester End University Examination. All the Practicals during Semester I, II & III will be assessed by teacher educators internally. Records/reports/products related to CE and Practical courses have to be prepared and maintained and have to be made available for assessment, if demanded. Marks and respective grades of assessment have to be forwarded to the University within one week after the closing of the semester (Both hard and soft copy).
 - (vi) The total number of lessons required to be completed during Phase I is 40 and Phase II, 30. Practical work related to School Internship Phase II and Minor project/Action Research/Case Study have to be compulsorily completed by all the student-teachers to be eligible for appearing for the External Practical Examinations of Semester IV. Candidates who have completed practical courses and eligible for presentation to the Practical Examination of the External Practical Board, alone will be permitted to register for the Online Theory Examination of Semester IV. Physical attendance of the candidate during the practical examination and viva-voce is mandatory.
11. Candidates who have completed the requirements of a semester (attendance, CE and other practical courses) alone will be eligible for appearing for the End semester University examination and promotion to the next semester. Those who have satisfactorily completed the course requirements and uploaded the internal marks to the university by the college concerned, and fail to appear for the university examination alone can appear in supplementary examinations. Those who fail to comply with the course requirements have to redo the semester and get promotion to the next semester.

12. For a pass in the examination, a candidate should secure a minimum of 50% marks (C+ Grade) in aggregate with a minimum of 40% (C Grade) in each Theory Paper in the External Examination of the University, 50% for theory and CE put together in each subject and 50% (C+ Grade) for Practice Teaching/School internship in teaching. There is no separate minimum for CE & other practical courses in all the semesters. Marks/grades for CE and Practical courses have to be given to various categories on the basis of proper guidelines and criteria. Detail records have to be maintained by institutions in each case.
13. All the theory papers of all semesters will be assessed through external examination of the University. CE and other practical courses of Semester I, II and III will be assessed internally only. CE and other practical courses of Semester IV will be assessed both internally and externally.
14. In case a candidate gets minimum for all papers but fails to get semester minimum, she/he has to reappear the papers with less than 50% of marks to secure a pass in that semester.
15. If a passed candidate wants to improve his/her grade he/she can appear for the theory examination and improve the grades within two years of completion of the course, if the same scheme exists.
16. Course betterment is limited to theory alone. For course betterment in theory, candidates have to appear for the concerned examinations with the regular schedule. Higher marks of the two ie., marks before betterment and after betterment whichever is higher will be considered.
17. There will be no Supplementary Examination. Failed candidates have to write/appear for the paper/papers for which they have failed with the regular candidates. On securing the separate minimum in those paper/papers the candidate will be declared to have passed the examination provided he/she secures an aggregate of 50% (C+ Grade). Three chances will be given for reappearance as long as the same scheme exists.
18. Even if a candidate fails to secure the required minimum marks/grades for a pass in Theory during a semester but has completed the Practical Courses/Engagement with field he/she shall be allowed entry to the next Semester.
19. If under any circumstances, a candidate fails in Teaching Practice/School Internship, he/she shall be permitted to repeat the same after the completion of the course with special permission from the University as long as the same scheme exists. It will be considered as a Second appearance in all respects. There is no provision for reassessment of Internship in teaching.
20. Re-admission and college transfers are as per University Rules.

The above Revised Regulations of two year B. Ed. Degree Course (2015 Scheme) was laid before the Senate held on 1st & on 2nd July 2016 as envisaged under section 39 (1) of the Kerala University Act, 1974 for consideration and adoption and the same was approved.

(3)

No. Ac. L/R/2744/2016.

28th July 2016.

Amendment to the Regulations relating to B. Ed. Curriculum 2013

The Academic Council at its meeting held on 18th April 2016 approved the following amendment to the Regulations relating to B. Ed. Curriculum 2013.

Amendment

“That in the Regulations relating to B. Ed. Curriculum 2013, Clause 10 be modified as follows.”

“ For a pass in the examinations, a candidate shall have to secure a minimum of 50% marks (‘C+’ or ‘C’ Grade) in aggregate with a minimum of 40% (C Grade) in each Theory Paper in the external examinations of the University, 40% for Theory and CE taken together in each paper; and 50% (C+ Grade) for Practice-teaching in the Second Semester. There shall be no minimum for CE and other Practical Courses in both Semesters. Marks/Grades for CE and other Practical Courses shall have to be awarded to various components on the basis of proper guidelines and criteria. Detailed records shall be maintained by institutions in each case”.

The above amendment to the Regulations relating to B. Ed. Curriculum 2013 was laid before the Senate held on 1st on 2nd July 2016 as envisaged under section 39 (1) of the Kerala University Act, 1974 for consideration and adoption and the same was approved.

(4)

No. Ac. L/R/2742-A/2015.

9th August 2016.

Change in the nomenclature of B.Ed. Degree in Special Education (Mental Retardation) to B.Ed. Degree in Special Education (Intellectual Disability)

&

Revised Regulations of Two Year B.Ed. Degree in Special Education Intellectual Disability (w.e.f. 2015-2016)

The Academic Council at its meeting held on 18th April 2016, approved the Change in the nomenclature of B. Ed. Degree in Special Education (Mental Retardation) to B. Ed. Degree in Special Education (Intellectual Disability) and Revised Regulations of Two Year B. Ed. Degree in Special Education—Intellectual Disability (ID) w.e.f. 2015-2016.

Revised Regulations of Two Year B.Ed. Degree in Special Education—Intellectual Disability (w.e.f. 2015-2016)

I. Preamble

Both, Indian society (and hence) the Indian School system are full of strengths and challenges the essence of which is diversity. Coming together with diverse background is part of our growing up and functioning in the society as adults. But how are the classrooms which are known to be miniature societies and future societies handling this coming together currently? This is one of the key questions waiting to be addressed at macro as well as micro level today. As we take the credit (and pride) of managing some of the obviously visible diversities quite well, it is high time that we move on to dealing with lesser visible diversities in classrooms. Various subtle diversities are waiting to be identified by classroom teachers if not by theorists and experts-dealing with these will come only after acknowledging them systematically. Diversities related to learning styles, multiple intelligences, personality profiles or study habits are a few of the factors yet to take their due places in classroom activities. Similarly diversity of abilities and hence of the related educational needs, too are waiting to be addressed properly in Indian classrooms.

With this backdrop the current B. Ed. Special Education curriculum is revisited. After a lot of brainstorming this curriculum has been developed to empower the special teachers/educators to ensure education of students with disabilities in an inclusive, right based and barrier free environment. It is in tune with the reforms in Indian education and teacher education system in general with specific reference to NCTE Notification of December 2014. It intends to place teacher education preparation in special education in the rights- perspective of the larger picture. *The prime intention is to develop a task force of the special teachers/educators who can deliver the best in all settings: inclusive, special, open or home based and in all the roles: classroom teacher, resource teacher, itinerant teacher or cross disability teacher facilitators.*

This document proposes the program structure for the duration of two years so that wide range of knowledge and skills can be inculcated in trainee teachers during the program. Difference in philosophies and theories between special and general education need to be bridged and special educators and teachers trained to collaborate to meet diverse needs in the classroom. The program structure readies them for embarking on a fulfilling professional journey spurred by reflection and practices. Moving away from 'show and tell' to 'learning by doing', the course will be skill oriented, and offer various opportunities of interaction with self, students, schools and communities.

The curriculum attempts at striking a balance between core knowledge (theory and pedagogy) and skills; cross disability knowledge and skills, as well as disability specific knowledge and skills. The role of special educators has changed dramatically, with a shift from direct provider of instruction to facilitator and consultant. A teacher would need the first set of skills to develop a basic understanding of curriculum transaction and content pedagogical knowledge as well as change agent, collaboration, communication and time management skills. Provision of the second set would be required, since cross disability expertise is more relevant within the framework of inclusion; and a teacher would need the third set to specialise in one of the disabilities particularly for serving the needs of children with specific disability in inclusive as well as special setting.

Inclusion is at the educational centre stage today and hence the role of special and general teachers needs to be operationalized systematically. To give the program more pragmatic relevance, issues related to projected needs, employability, career and higher education options and entry level eligibility are given serious consideration so the opportunities for a special educator are at par with teachers in general education. It is expected that so far separated general and special education would initiate more bilateral collaborations with each other to fulfil the global objective of Education for all.

II. Objectives

The B.Ed. Spl. Ed. Programme (Intellectual Disability) aims to develop Special Education teachers/Educators for children with disabilities for various settings (including Inclusive, Special, Open School and Home Based Education). The B.Ed. (Special Education) programme will prepare human resources to enable them to acquire knowledge and develop competencies and skills to impart education and training effectively to children with disability as well as all other children and thus being teachers for all children. After completing the B.Ed. (Special Education) programme the student-teachers will:

- Acquire knowledge & skills about human development, contemporary Indian education, and pedagogy of various school subjects and assessment for learning.
- Acquire knowledge & skills about nature and educational needs of children with disabilities as well as of few select specific disabilities.
- Develop conceptual understanding of education provisions and skills for working with children with various disabilities in Special and inclusive settings.
- Enhance knowledge and skills for professional development.

III. Nomenclature

The new Nomenclature of B.Ed. Special Education (Mental Retardation) programme will be B.Ed. Special Education. (Intellectual Disability).

IV. General Framework of the Course

The programme is planned on the Choice Based Credit System (CBCS). *According to UGC guidelines one credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week.* RCI also recommends practical work for each theory course besides. These contact hours including self study, assignments etc. That may involve same number of hours as are the contact hours specified for each course.

The programme structure has three sets of courses.

1. Core courses in every semester.
2. Elective course which can be chosen from pool of papers in order to:
 - Support the discipline of study.
 - Provide an expanded scope.
 - Exposure to some other discipline/domain (*this will depend on the options available with the implementing university and institution*).
 - Nurturing student proficiency/skills.
3. Elective Foundation courses are value-based

10-point grading system following letter grades recommended by the UGC and RCI (2015) shown vide Table 1; will be followed by the University of Kerala:

Table 1: Grades and Grade Points

<i>Letter Grade</i>	<i>Grade Point</i>	<i>Percentage of Marks</i>
O (Outstanding)	10	80.0 and above
A+ (Excellent)	9	75.0-79.9
A (Very Good)	8	70.0-74.9
B+ (Good)	7	65.0-69.9
B (Above Average)	6	60.0-64.9
C (Average)	5	55.0-59.9
P (Pass)	4	50.0-54.9
F (Fail)	0	Below 50.0
Ab (Absent)	0	..

- A student obtaining Grade F shall be considered fail and will be required to reappear in the examination.
- For non-credit courses 'Satisfactory' or 'Unsatisfactory' shall be indicated instead of the letter grade and this will not be counted for the computation of SGPA/CGPA.
- The Universities can decide on the grade or percentage of marks required to pass in a course and also the CGPA required to qualify for a degree taking into consideration the recommendations of the statutory professional councils such as AICTE, MCI, BCI, NCTE etc.
- The statutory requirement for eligibility to enter as assistant professor in colleges and universities in the disciplines of arts, science, commerce etc., is a minimum average mark of 50% and 55% in relevant postgraduate degree respectively for reserved and general category. Hence, it is recommended that the cut-off marks for grade B shall not be less than 50% and for grade B+, it should not be less than 55% under the absolute grading system. Similarly cut-off marks shall be fixed for grade B and B+ based on the recommendation of the statutory bodies (AICTE, NCTE etc.) of the relevant disciplines.

V. Duration

The duration of B. Ed. Special Education Programme shall be four semesters spread over two years.

The duration of each semester shall be of 100 days spread over 20 working weeks.

The duration of odd semesters shall be from June to October and that of even semesters from November to March. There shall be three days semester break after odd semesters and two months vacation during April and May in every academic year.

A student may be permitted to complete the programme, on valid reasons within a period of three years from the date of admission to the programme.

Readmission : Those candidates who discontinue the course can be given the provision of readmission if otherwise eligible as long as the same scheme exists. If there is a change in the scheme any time later, candidate will have to join the course as a fresh entrant, if otherwise eligible.

VI. Specialization offered (with specific reference to Area C)

The B. Ed. Spl. Ed. programme is offered in the Specialization

- *INTELLECTUAL DISABILITY (ID)*

VII. Scheme of the Programme

The revised B. Ed. Special Education (Intellectual Disability) programme shall include.

- Core courses
- Cross Disability and Inclusion courses
- Specialization courses
- Courses for Enhancement of Professional Capacities
- Practical Courses
- Field Engagement/School Attachment/Internship courses
- Viva-voce

VIII. Programme Frame Work

<i>Semester</i>	<i>Working Days</i>	<i>Working Hours</i>	<i>Marks</i>		<i>Credits</i>		<i>Total</i>	
			<i>Theory</i>	<i>Practical</i>	<i>Theory</i>	<i>Practical</i>	<i>Marks</i>	<i>Credits</i>
I	100	600	525	75	21	3	600	24
II	100	600	475	125	19	5	600	24
III	100	600	400	200	16	8	600	24
IV	100	600	225	375	9	15	600	24
Total	400	2400	1625	775	65	31	2400	96

IX. Structure of the Programme

<i>Code</i>	<i>Area</i>	<i>Courses</i>	<i>Credits</i>
A	Theory : Core courses	5	20
B	Theory : Cross Disability & Inclusive Education Courses (including optional courses)	6	18
C	Theory : Disability Specialization Courses	5	18
D	Theory : Enhancing Professional Capacities (EPC)/Professional Development Courses	3	9
E	Practical related to disability	4	17
F	Field Engagement/School Internship	3	12
G	Viva-voce	1	2
Total		27	96

XI. Area-wise Course Details of B. Ed. SE (ID)

Area-A-Core Courses				
<i>Code</i>	<i>Title of Paper</i>	<i>Credits</i>	<i>Marks</i>	<i>Hours</i>
A1	Human Growth & Development	4	100	100
A2	Contemporary India and Education	4	100	100
A3	Learning, Teaching and Assessment	4	100	100
A4	Pedagogy of Teaching (Special Reference to Disability) Any one	4	100	100
	Part—I : Science (Special Reference to Disability)			
	Part—II : Mathematics (Special Reference to Disability)			
	Part—III : Social Studies (Special Reference to Disability)			
A5	Pedagogy of Teaching (Special Reference to Disability) Any one	4	100	100
	Part—IV : Malayalam (Special Reference to Disability)			
	Part—V : English (Special Reference to Disability)			

<i>Code</i>	<i>Title of Paper</i>	<i>Credits</i>	<i>Marks</i>	<i>Hours</i>
Area-B:Cross Disability and Inclusion				
B6	Inclusive Education	3	75	75
B7	Introduction to Sensory Disabilities (VI, HI, Deaf-Blind)	3	75	75
B8	Introduction to Neuro Developmental Disabilities [LD, MR(ID), ASD]	3	75	75
B9	Introduction to Locomotor and Multiple Disabilities (CP, MD)	3	75	75
B10	Skill Based Optional Course (Cross Disability and Inclusion) Any one	3	75	75
	<ul style="list-style-type: none"> Guidance and Counselling Early Intervention and Early Childhood Care and Inclusive Education Applied Behavioural Analysis Community Based Rehabilitation Application of ICT in classroom Gender and Disability Braille and Assistive Devices 			
B11	Skill Based Optional Course (Disability Specialization)	3	75	75
	<ul style="list-style-type: none"> Orientation & Mobility Communication Options : Oralism Communication Options : Manual (Indian Sign Language) Augmentative and Alternative Communication Management of Learning Disability Vocational Rehabilitation and Transition to Job Placement 			
Area-C:Intellectual Disability Courses				
C12	Assessment and Identification of Needs	4	100	100
C13	Curriculum Designing, Adaptation and Evaluation	4	100	100
C14	Intervention and Teaching Strategies	4	100	100
C15	Technology and Disability	4	100	100
C16	Psycho Social and Family Issues	2	50	50
Area-D:Enhancement of Professional Capacities (EPC)				
D17	Professional Reading and Writing to Learn	3	75	75
D18	Performing and Visual Arts	3	75	75
D19	Basic Research & Basic Statistic	3	75	75
Area-E:Practical Related to Disability				
E 1	Cross disability and inclusion (Part of Area B)			
	Semester—I	3	75	75
	Semester—IV	5	125	125
E 2	Intellectual Disability (Part of Area C)			
	Semester—II	5	125	125
	Semester—III	4	100	100

Area-F-Field Engagement/School Attachment/Internship

<i>Code</i>	<i>Title of Paper</i>	<i>Credits</i>	<i>Marks</i>	<i>Hours</i>
F1	Main disability special school (Related to Area C)	4	100	100
F2	Other disability special school (Related to Area B)	4	100	100
F3	Inclusive school (Related to Area B & C)	4	100	100

Semester-wise Structure**Semester-I**

<i>Course</i>	<i>Course Code and Title</i>	<i>Credits</i>	<i>Weightage/Marks</i>
A1	SEM-101-Human Growth & Development	4	100
A2	SEM-102-Contemporary India and Education	4	100
B7	SEM-103-Introduction to Sensory Disabilities (VI, HI, Deaf-Blind)	3	75
B8	SEM-104-Introduction to Neuro Developmental Disabilities (LD, ID/MR, ASD)	3	75
B9	SEM-105-Introduction to Locomotor and Multiple Disabilities (Deaf-Blind, CP, MD)	3	75
C12	SEM-106-Assessment and Identification of Needs	4	100
E1	SEM-107-Practical : Cross Disability and Inclusion	3	75
Total		24	600

Engagement with field as part of courses indicated below :

<i>Sl. No.</i>	<i>Task for the Student-teachers</i>	<i>Course</i>	<i>Place</i>
1	Assignment/Project	A1	Institute
2	Assignment/Project	A2	Institute
3	Assessment & Identification of Needs	C12 (All disabilities)	Camp/Clinic/School, etc. for minimum of fifteen hours

SEM-107-Practical-Cross Disability and Inclusion

<i>Tasks for the Student-teachers</i>	<i>Disability Focus</i>	<i>Educational Setting</i>	<i>Hrs. (75)</i>	<i>Description</i>
Classroom Observation	Major Disability	Special School	30	Minimum 30 School Periods
	Other than Major Disability	Minimum 3 Special schools for other disabilities	30	Minimum 30 School Periods
	Any Disability	Inclusive Schools	15	Minimum 10 School Periods

- Schedule for practical for E-1 shall be included in the time table (ten working days may be allocated).
- Observations as mentioned are essential. However, if schools for other disability are not available in the nearby area, the same may be interpreted as observation at Inclusive school/education/services being provided in the resource room/home based education or vice versa with other disability.

Semester-II

<i>Course</i>	<i>Course Code and Title</i>	<i>Credits</i>	<i>Weightage/Marks</i>
A3	SEM-108-Learning, Teaching and Assessment	4	100
A4	Pedagogy of School Subjects (Any one from Part I to Part III)	4	100
	SEM-109-1 Pedagogy of Teaching Science		
	SEM-109-2 Pedagogy of Teaching Mathematics		
	SEM-109-3 Pedagogy of Teaching Social Studies		
A5	Pedagogy of School Subjects (Any one from Part IV to Part VI)	4	100
	SEM-110-1 Pedagogy of Teaching Malayalam		
	SEM-110-2 Pedagogy of Teaching Hindi		
	SEM-110-3 Pedagogy of Teaching English		
B6	SEM-111-Inclusive Education	3	75
C13	SEM-112-Curriculum Designing Adaptation and Evaluation	4	100
E2	SEM-113-Practical : Intellectual Disability	5	125
Total		24	600

Engagement with field as part of indicated below :

<i>Sl. No.</i>	<i>Task for the Student-teachers</i>	<i>Course</i>	<i>Place</i>
1	Assignment/Project/Presentation	A3	Institute
2	Assignment/Project/Presentation	B6	Institute
3	Assignment/Project/Presentation	C13	Institute/Special Inclusive School
4	Assignment/Project/Presentation	A4/A5	

SEM-113-Practical-Intellectual Disability (Area-C)

Note:—Schedule for practical for E-1 shall be included in the time table (minimum ten working days may be allocated). Skill for Micro teaching shall be selected with reference to Intellectual Disability.

<i>Sl. No.</i>	<i>Tasks for the Student-teachers</i>	<i>Disability Focus</i>	<i>Educational Setting</i>	<i>Hrs. (125)</i>	<i>Description</i>
(1)	(2)	(3)	(4)	(5)	(6)
1.1	Classroom observation	Intellectual Disability	Special School	65	Observation of all subjects at different level, minimum 50 school periods

(1)	(2)	(3)	(4)	(5)	(6)
1.2	(a) Lesson planning for subjects selected	Intellectual Disability	For Special School and Inclusive Set up	20	10 lessons
	(b) Lesson planning focussing on adaptation, evaluation	Intellectual Disability	For Special School and Inclusive Set up	20	10 lessons
1.3	(a) Micro teaching & simulated teaching on selected skills	General	Institute	10	10 lessons
	(b) Micro teaching & simulated teaching on 5 each from lessons planned in 1.2	Intellectual Disability	Institute	10	10 lessons

Semester-III

Course	Course Code and Title	Credits	Weightage/Marks
C14	SEM-114-Educational Intervention and Teaching Strategies	4	100
C15	SEM-115-Technology and Disability	4	100
C16	SEM-116-Psycho Social and Family Issues	2	50
E2	SEM-117-Practical : Intellectual Disability-Regular School related	4	100
F1	SEM-118-Intellectual disability special School (Related to Area C)	4	100
D17	SEM-119-Professional Reading and Writing to Learn (EPC)	3	75
D18	SEM-120-Performing and Visual Arts (EPC)	3	75
Total		24	600

Engagement with field as part of course as indicated below :

Sl. No.	Task for the Student-teachers	Course	Place
1	(a) Assignment/Project/Presentation	C14	Institute
2	(b) Assignment/Project/Presentation	C15	Institute
3	(c) Assignment/Project/Presentation	C16	Institute
4	(d) Assignment/Project/Presentation	D17	Institute/School
5	(e) Assignment/Project/Presentation	D18	Institute/School

SEM-117-Intellectual Disability (Part-C)

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	No. of Lessons
(1)	(2)	(3)	(4)	(5)
1.1	(a) Classroom Observation	Intellectual Disability	Special School	Minimum 30 School Periods

(1)	(2)	(3)	(4)	(5)
	(b) Visit to other special School	Intellectual Disability	Special School	Minimum 2 Schools
1.2	(a) Lesson planning and execution on different levels for all subjects	Intellectual Disability	Special School/ Resource Room	30 lessons
	(b) Lesson planning and execution on different levels for selected subjects	Intellectual Disability	Special School/ Resource Room	20 lessons
1.3	Individualised Teaching lessons on selected subjects	Intellectual Disability	Special School/ Resource Room	20 IEPs
1.4	Observation of support services	Intellectual Disability	Institute/Clinic	Minimum 10 School periods for OT, PT, BM and Speech Therapy Units

SEM-118-Intellectual Disability (Area-C)

<i>Sl. No.</i>	<i>Tasks for the Student-teachers</i>	<i>Disability Focus</i>	<i>Set up</i>	<i>No. of Lessons</i>
1	Classroom Teaching	Intellectual Disability	Special Schools for disability specialization	Minimum 90 School Periods

Minimum of four weeks should be allocated for School attachment/Internship and reflected in the time table and should cover Tasks specified under E-2 and F-1 with sufficient time for teaching to acquire Pedagogical competence to deal with School subjects chosen and related activities for whole class as well as children with disabilities in different education settings.

<i>Areas</i>	<i>Disability Specialization (E-2 & F-1)</i>
A-4 Pedagogy Subject 1	Semester-III (three days—15 Hrs.)
A-5 Pedagogy Subject 2	Semester-III (three days—15 Hrs.)
F-1 School Attachment/Internship	Semester-III (24 days—120 Hrs.)

Semester-IV

<i>Course</i>	<i>Course Title</i>	<i>Credits</i>	<i>Weightage/Marks</i>
(1)	(2)	(3)	(4)
B10	Skill Based Optional Course (Cross Disability and inclusion) Any One SEM-121.1—Guidance and Counselling SEM-121.2 Early Intervention and Early Childhood Care and Inclusive Education SEM-121.3—Applied Behavioural Analysis SEM-121.4—Community Based Rehabilitation SEM-121.5—Application of ICT in classroom SEM-121.6—Gender and Disability SEM-121.7—Braille and Assistive Devices	3	75

(1)	(2)	(3)	(4)
B11	Skill Based Optional Course (Disability Specialization) SEM-122.1-Orientation and Mobility SEM-122.2-Communication Options : Oralism SEM-122.3-Communication Options : Manual (Indian Sign Language) SEM-122.4-Augmentative and Alternative Communication SEM-122.5-Management of Learning Disability SEM-122.6-Vocational Rehabilitation and Transition to Job Placement	3	75
D19	SEM-123-Basic Research and Basic Statistic (EPC)	3	75
E 1	SEM-124-Practical : Cross Disability and Inclusion	5	125
F2	SEM-125-Other Disability Special School	4	100
F3	SEM-126-Inclusive School	4	100
G	SEM-127-Vive-voce	2	50
Total		24	600

Engagement with field as part of course as indicated below :

Sl. No.	Task for the Student-teachers	Course	Place
1	Assignment/Project/Presentation	B10	Institute
2	Assignment/Project/Presentation	B11	Institute/School
3	Assignment/Project/Presentation	D19	Institute/School

SEM-124-Practical-Cross Disability and Inclusion (Area-B)

Note:—Practical timing shall be included in time table (minimum of four week) Observations as mentioned are essential. However, if schools for other disability are not available in the nearby area, the same may be interpreted as observation at inclusive school/education/services being provided in the resource room/home based education or vice versa with other disability.

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	No. of Lessons
(1)	(2)	(3)	(4)	(5)
1.1	Classroom Observation	Other than Major Disability	Special School for other Disabilities	Observation of all subjects at different level, minimum 15 School periods
		Any Disability	Inclusive Schools	Observation of all subjects at different level, minimum 15 School periods
1.2	Lesson planning and execution on different levels for selected subjects	Any Disability	Special Schools for other disabilities/ Resource Room	25 lessons
			Inclusive Schools	25 lessons

(1)	(2)	(3)	(4)	(5)
1.3	(a) Individualised Teaching lessons on different levels for selected subjects		Special Schools for other disabilities/ Resource Room	20 lessons
	(b) Individualised Teaching lessons	Any Disability	Inclusive Schools	20 lessons

SEM-125-Other Disability Special School (Area-B)

<i>Sl. No.</i>	<i>Tasks for the Student-teachers</i>	<i>Disability Focus</i>	<i>Set up</i>	<i>No. of Lessons</i>
1	Classroom Teaching	Other than Major Disability	Special Schools for other disabilities	Minimum 180 School Periods

SEM-126-Inclusive School (Area-B & C)

<i>Sl. No.</i>	<i>Tasks for the Student-teachers</i>	<i>Disability Focus</i>	<i>Set up</i>	<i>No. of Lessons</i>
1	Classroom Teaching	Any Disability	Inclusive School	Minimum 180 School Periods

Minimum of four weeks should be allocated for School attachment/Internship and reflected in the time table and should cover Tasks specified under E-1, F-2 and F-3 with sufficient time for teaching to acquire Pedagogical competence to deal with school subjects chosen and related activities for whole class as well as children with disabilities in different education settings. A suggestive framework is given below:

<i>Area</i>	<i>Disability Specialization</i>	<i>Other Disability</i>	<i>Inclusive Education</i>
A4 Pedagogy Subject-1	Semester-III (3 days-15 Hrs.)	Semester-IV (2 days-12 Hrs.)	Semester-IV (2 days-12 Hrs.)
A5 Pedagogy Subject-2	Semester-II (3 days-15 Hrs.)	Semester-IV (2 days-12 Hrs.)	Semester-IV (2 days-12 Hrs.)
F-2 & F-3 Internship	Semester-III (24 days-120 Hrs.)	Semester-IV (24 days-120 Hrs.)	Semester-IV (24 days-120 Hrs.)

Note:—(1) Observations and Lessons should be on Primary and Secondary level of classes in all three areas i.e., Intellectual Disability, *Other Disability* and Inclusive Education.

(2) Practical are focused on school subject teaching. Every student is expected to opt for any two school subject as offered by the Institution/University and teach.

(3) Practical in *Other Disability* should be for other than disability specialization.

(4) Practical in Inclusive settings should be preferably with various disabilities.

Area G SEM-127: Viva-Voce

Along with the 4th Semester practical examinations, a comprehensive Viva-Voce will be conducted by the External Examination board appointed by the University.

XII. Specifications for Practical Courses**Semester-I****SEM-107-Cross Disability and Inclusion-Record of Practical Works**

<i>Component</i>	<i>Mark (75)</i>	
	<i>Internal</i>	<i>External</i>
Observation, Assessment and IEP at Special School for PwID	25	15
Observation at 3 Special Schools for other disabilities	10	10
Observation at Inclusive School	10	5
Total	45	30

Semester-II**SEM-113-Evaluation of Record of Practical Works and Teaching at Various Levels**

<i>Component</i>	<i>Mark (125)</i>	
	<i>Internal</i>	<i>External</i>
IEP Record	10	5
Teaching—Curriculum	15	10
Teaching-Co Curriculum	15	10
Micro Teaching Record	5	5
Teaching—Language	10	5
Teaching—Non Language	10	5
Teaching—Focusing on Adaptation, Evaluation-Language	5	5
Teaching—Focusing on Adaptation, Evaluation—Non Language	5	5
Total	75	50

Semester-III**SEM-117-Practical : Intellectual Disability Evaluation of Record of Practical Works and Teaching at Various Levels**

<i>Component</i>	<i>Mark (100)</i>	
	<i>Internal</i>	<i>External</i>
IEP Record	12	8
Resource Room Teaching	12	8
Inclusive Teaching—Language	12	8
Inclusive Teaching—Non Language	12	8
Record of School Sensitization works	6	4
Record of Observation of Support Services	6	4
Total	60	40

**SEM-118-Practical : Intellectual Disability-Special School Attachment/Internship Evaluation of
Record of Practical Works and Teaching at Various Levels**

<i>Component</i>	<i>Mark (100)</i>	
	<i>Internal</i>	<i>External</i>
ECSE	12	8
Pre-Primary	12	8
Primary	12	8
Secondary	12	8
Prevocational	12	8
Total	60	40

Semester-IV

**SEM-124-Practical : Cross Disability and Inclusion Evaluation of Record of Practical
Works and Teaching at Various Levels**

<i>Component</i>	<i>Mark (125)</i>	
	<i>Internal</i>	<i>External</i>
Special School/Resource Room Teaching		
Language	10	7
Non Language	10	7
Inclusive School Teaching		
Language	10	7
Non		
Language		
Individualized Teaching—Any other Disability—Special School	10	7
Language	10	7
Non		
Language		
Individualized Teaching—Any other Disability—Resource Room/Inclusive School		
Language	5	4
Non	10	4
Language		
Total	75	50

**SEM-125-Practical : Other Disability Special School-Class Room Teaching-Special School Attachment/Internship
Evaluation of Record of Practical Works and Teaching at Various Levels**

<i>Component</i>	<i>Mark (100)</i>	
	<i>Internal</i>	<i>External</i>
ECSE	12	8
Pre-Primary	12	8
Primary	12	8
Secondary	12	8
Prevocational	12	8
Total	60	40

**SEM-126-Practical : Other Disability Inclusive School-Class Room Teaching-Special School Attachment/Internship
Evaluation of Record of Practical Works and Teaching at Various Levels**

<i>Component</i>	<i>Mark (100)</i>	
	<i>Internal</i>	<i>External</i>
ECSE	12	8
Pre-Primary	12	8
Primary	12	8
Secondary	12	8
Prevocational	12	8
Total	60	40

Note :—Distribution of Marks for all types of Classroom Teaching may be given as follows:

<i>Component—Class Room Teaching</i>	<i>Mark %</i>
Lesson Plan	20
Motivation	10
Teacher's Activity	25
Learner's Activity	10
Teaching Aids	15
General Performance	10
Viva	10
Total	100

Note :—Distribution of Marks for IEP Records may be given as follows:

<i>Component—Class Room Teaching</i>	<i>Mark %</i>
Assessment	20
Intervention	30
Record Maintenance	20
Teaching Aids	20
Viva	10
Total	100

XIII. Pattern of Questions

1. Different types of questions and distribution of marks for theory papers of 80 marks (5 credits) and 3 hours duration

<i>Types of questions</i>	<i>Total number of questions given</i>	<i>No. of questions to be answered</i>	<i>Marks of each question</i>	<i>Total Marks</i>
Essay	4	2	10	20
Short Answer	9	7	5	35
Very short answer	12	10	2	20
Multiple choice	5	5	1	5
Total				80

2. Different types of questions and distribution of marks for theory papers of 60 marks (3 credits) and 2.30 hours duration

<i>Types of questions</i>	<i>Total number of questions given</i>	<i>No. of questions to be answered</i>	<i>Marks of each question</i>	<i>Total Marks</i>
Essay	4	2	10	20
Short Answer	7	5	5	25
Very short answer	5	5	2	10
Multiple choice	5	5	1	5
Total				60

3. Different types of questions and distribution of marks for theory papers of 40 marks (2 credits) and 1½ hours duration

<i>Types of questions</i>	<i>Total number of questions given</i>	<i>No. of questions to be answered</i>	<i>Marks of each question</i>	<i>Total Marks</i>
Essay	2	1	10	10
Short Answer	4	3	5	15
Very short answer	5	5	2	10
Multiple choice	5	5	1	5
Total				40

XIV. Working Days & Attendance

The B. Ed. Degree Course in Special Education (ID) will be conducted for at least 200 working days each year exclusive of the period of examination and admission. The institution shall work for a minimum of thirty six hours in a week (five or six days), during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed. The minimum attendance of Student Teacher Educators shall be 80% for all course work, 90% for all practicum, and 100% for School internship (5% attendance may be condoned by the head of institution on genuine grounds).

- A candidate shall be permitted to appear for the examination if he/she has a minimum of 75% attendance for each semester.
- The student who is short of minimum attendance prescribed will not be eligible to appear for the examination. In such cases, the candidate may appear for the examination after compensating for the shortage of attendance.
- Only students who secure the minimum attendance of 75% in the first semester can continue in the second semester.

XV. Eligibility for Admission

- The Eligibility for this B. Ed. SE [ID] course is B.A./ B.Sc./ B. Com./ BMR/ BRSc/ BRT/ BSW/ BOT/ BPT/ or an equivalent degree at graduate level depending on the requirements of being the school subject for pedagogical courses and for the particular course with minimum 50% in the qualifying degree examination. Candidates with professional degrees may choose English or Life Skills as the school subject for pedagogical courses.
- Candidates who are parents or siblings of children with Mental Retardation will be given 3% concession in aggregate marks.
- Candidates with a minimum 5 years teaching experience after taking Diploma in Special Education (Mental Retardation) are eligible for a relaxation of 5% marks.
- Relaxation of the % Marks for the SC/ST, OBC/OEC candidates shall be according to the rules framed by the University and Government from time to time.

XVI. Programme Pattern

The programme has been developed on Semester basis.

XVII. Passing Minimum

The minimum marks obtained for a Pass in the Examination are as follows:

- For theory paper, an aggregate Minimum of 50% marks including minimum 40% marks in the external theory examination.
- For practical an aggregate minimum of 50% marks including both Internal and External Examination.

XVIII. Nature of Evaluation

Internal & External as per University norms; RCI as Statutory body recommends that the (i) cut-off marks for grade B shall not be less than 50% and for grade B+, it should not be less than 55% under the absolute grading system, and (ii) Internal assessment for Theory Courses will not exceed 20% and 50% in the practicum wherever applicable.

XIX. Transitory Regulations

Whenever a course or scheme of instruction is changed in a particular year, two more examinations immediately following thereafter shall be conducted according to the old syllabus/regulations. Candidates not appearing at the examinations or failing shall take the examinations subsequently according to the changed syllabus/ regulations/ as per University norms.

XX. Certification as a Registered Professional

It is mandatory as per Section 13 of RCI Act for every teacher of special education to obtain a “Registered Professional Certificate” from the Rehabilitation Council of India to work in the field of special education in India. As continuous professional growth is necessary for the renewal of the certificate, the teachers as well as educators in special education should undergo in-service programme periodically to update their professional knowledge. Amendments, if any, to the regulations of the course will be made periodically by the Rehabilitation Council of India. Any deviation from the above regulations should have the prior approval of the Rehabilitation Council of India.

The successful students will be registered as Special Educator (Professional). The training institution/ organization should ensure that all passed out students are registered with the Council.

XXI. Award of Degree

The University of Kerala will Award Degree in Bachelor of Education Special Education (Intellectual Disability). The Degree Awarded will therefore be B. Ed. Spl. Ed. (ID).

The Change in the nomenclature of B. Ed. Degree in Special Education (Mental Retardation) to B. Ed. Degree in Special Education (Intellectual Disability) and Revised Regulations of Two Year B. Ed. Degree in Special Education (Intellectual Disability) w.e.f. 2015-2016 was laid before the Senate held on 1st & 2nd July 2016 as envisaged under Section 39(1) of the Kerala University Act, 1974 for consideration and adoption and the same was approved.

(5)

No. Ac L/R/2742-B/2015.

9th August 2016.

**CHANGE IN THE NOMENCLATURE OF M.Ed. DEGREE IN SPECIAL EDUCATION (MENTAL RETARDATION) TO
M. Ed. DEGREE IN SPECIAL EDUCATION (MENTAL RETARDATION/INTELLECTUAL DISABILITY)**

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**REVISED REGULATIONS OF TWO YEAR M.Ed. DEGREE IN SPECIAL EDUCATION
(MENTAL RETARDATION/INTELLECTUAL DISABILITY) (w.e.f. 2015-2016)**

The Academic Council at its meeting held on 18th April 2016, approved the Change in the nomenclature of M.Ed. Degree in Special Education (Mental Retardation) to M.Ed. Degree in Special Education (Mental Retardation/Intellectual Disability) and Revised Regulations of Two Year M.Ed. Degree in Special Education (Mental Retardation/Intellectual Disability) w.e.f. 2015-2016.

**REVISED REGULATIONS OF TWO YEAR M.Ed. DEGREE IN SPECIAL EDUCATION
(MENTAL RETARDATION/INTELLECTUAL DISABILITY) (w.e.f. 2015-2016)**

1. INTRODUCTION

Education is considered as a fundamental right and the Right to Education Act of the Government of India (2009) envisages that all children, including those with disabilities, must have access to free and compulsory education. The constitution of India ensures equality, freedom, justice and dignity of all individuals and implicitly mandates an inclusive society for all, including persons with disabilities. The last decade has seen the passing of three major legislations on disability by the Government of India. The *Rehabilitation Council of India Act (1992)*, *Persons with Disability Act (1995)* and the *National Trust Act (1999)* have been enacted and implemented at both the Central and State level. The *National Policy for Persons with Disabilities, 2006* of the Government of India, recognizes that Persons with Disabilities are valuable human resource for the country and seeks to create an environment that provides equal opportunities, protection of their rights and full participation in society.

Over the past years there has been an increased awareness and advocacy about the civil, political, educational and economic rights of persons with disabilities. The increasing recognition and emphasis on the needs and rights of people with disabilities has resulted in a growing demand for special educators, policy makers, educational planners and administrators involved in this field. The *United Nations Convention on the Rights of Persons with Disabilities (UNCRPD, 2006)* has urged to recognize the right of persons with disabilities to education and ensure that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability.

Education of children with disability has been part of the *Programme of Action (1992)* and the *National Policy on Education (1986)*, in India. Currently educational provisions for children with disabilities are covered by 'special schools' and integrated mainstream schools. Over 1.24 lakh children with disabilities have been integrated in over 20,000 mainstream schools under the *Integrated Education for Disabled Children Scheme of the Ministry of HRD*. At the elementary level, under the *Sarva Shiksha Abhiyan (SSA)* programme, over 14 lakh children with disabilities have been enrolled. Despite efforts over the past three decades by the government and the non-government sector, to ensure that children with disabilities are not excluded from free and compulsory primary and secondary education, according to the *National Sample Survey Office (2002)* only 9 percent of the literate disabled population completed secondary and above education. The educational facilities need to be made available to persons with disability to fulfill the international agenda of 'education for all'.

2. PERSPECTIVES AND GOALS OF THE COURSE

The *National Policy for Persons with Disabilities (2006)* recognizes that research be undertaken on the socio-cultural aspects of disability and develop social indicators relating to the education of persons with disabilities so as to analyze the problems involved and take up programmes to improve access and opportunities to education. The *National Curriculum Framework for School Education (NCERT, 2000)* has recommended inclusive schools for learners with special educational needs by making appropriate modifications in the content, presentation and transaction strategies, preparing teachers and developing learning friendly evaluation procedures.

3. OBJECTIVES OF M.Ed. SPECIAL EDUCATION (MR/ID)

According to the Rehabilitation Council of India, the M.Ed. Spl. Ed. program supports three shared philosophical stances underlying long-standing tradition of preparing teacher educators as education leaders, which includes 'teaching as inquiry', 'teaching as curriculum making' and 'teaching for social justice. The objectives of M.Ed. Spl. Ed. program are to:

- 3.1. Assist potential teacher educators to exert leadership in advocating and meeting educational needs of children with disabilities in various settings

- 3.2. Offer special teacher educators the opportunity to develop specialized capacity for leadership in curriculum, pedagogy and universal design
- 3.3. Build theoretical knowledge and skills in research methodologies and conducting research in order to enhance education of children with disabilities in all settings. M.Ed. Degree in Special Education (MR/ID) offered by University of Kerala intends to:
- 3.4. Prepare special teacher educators to work in various educational institutions offering courses in Education and Special Education (MR/ID) at different levels.
- 3.5. Prepare researchers to undertake independent research in various fields of Education and Special Education (MR/ID).
- 3.6. Prepare educational planners and administrators to work as curriculum developers, director/head, project officers, consultants and coordinators in institutions for Teacher Education and Special Education (MR/ID)
- 3.7. Prepare higher level rehabilitation professionals to plan and execute educational programs for mentally retarded in regular/special schools
- 3.8. Prepare special teacher educators with pedagogic expertise of global standards.

4. REGULATIONS OF M.Ed SPECIAL EDUCATION (MR/ID)

- 4.1. Nomenclature: Nomenclature of M.Ed. Degree course in Special Education, as per the Curriculum Framework of RCI (2015) will be M.Ed. Spl. Ed. (Name of Specialization in Disability). The new nomenclature for M.Ed. Degree Course in Special Education (Mental Retardation) of the University of Kerala will be M.Ed. Spl.Ed. (MR/ID).
- 4.2. **General Framework of M.Ed. Special Education (MR/ID):** As per the Curriculum Framework of RCI (2015), the course is Planned on the Choice Based Credit System (CBCS), in accordance with the UGC guidelines *i.e., one credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical works/field per week*. RCI also recommends practical work for each theory course besides these contact hours including self study, assignments etc. which may involve same number of hours as are the contact hours specified for each course. The course structure has three sets of courses
 - (1) Core courses in every semester
 - (2) Elective Foundation / Specialization courses that are value-based
 - (3) Elective course which can be chosen from a pool of papers in order to support the discipline of study and provide an expanded scope as well as exposure to some other discipline/domain depending on the options available with the university/institution and nurture student proficiency skills
 - (4) *10-point grading system following letter grades recommended by the UGC and RCI (2015) shown vide Table 1; will be followed by the University of Kerala:*

Table 1: Grades and Grade Points		
Letter Grade	Grade Point	Percentage of Marks
O (Outstanding)	10	80.0 and above
A+ (Excellent)	9	75.0 – 79.9
A (Very Good)	8	70.0 – 74.9
B+ (Good)	7	65.0 – 69.9
B (Above Average)	6	60.0 – 64.9
C (Average)	5	55.0 – 59.9
P (Pass)	4	50.0 – 54.9
F (Fail)	0	Below 50.0
Ab (Absent)	0	..

- (1) A student obtaining Grade F shall be considered as failed and will be required to reappear in the examination
- (2) RCI as Statutory Body recommends that the cut-off marks for Grade B shall not be less than 50% and for Grade B+, it should not be less than 55% under the absolute grading system. Internal assessment for Theory courses will not exceed 20% and, 50% in the practicum wherever applicable.

- 4.3. *Duration:* M.Ed. Special Education (MR/ID) will be of two years duration with two semesters in each year. Each semester will be of 16 - 18 weeks; 2 weeks in summer and 2 weeks in inter semester break will also be utilized for covering the courses. In this way the following operational weeks will be available for transacting the course:

Year 1: 16-18 weeks for two semesters + 2 weeks in summer

Year 2: 16-18 weeks for two semesters + 2 weeks in inter-semester breaks

This comes to 64-72 weeks + 6 weeks for field activities/skill development with 40 credits in each year.

5. COURSE STRUCTURE FOR M.Ed. SPECIAL EDUCATION (MR/ID): M.Ed. Special Education (M.Ed. Spl. Ed.) of the University of Kerala is presently being offered in the specialization area of *Mental Retardation/Intellectual Disability (MR/ID)*. The course has been developed on Semester basis. RCI has earmarked 2000 marks for M.Ed. Spl.Ed. (MR/ID).

M.Ed. Spl. Ed. COURSE STRUCTURE FOR 4 SEMESTERS (2 Years)

<i>Code</i>	<i>Area of Courses</i>	<i>No. of Courses</i>	<i>Marks</i>	<i>Credits</i>	<i>Hours</i>
A	Core Courses	7	700	28	420
B	Specialization Courses	4	400	16	240
C	Elective Courses	1	100	04	60
D	Dissertation	1	400	16	480
E	Practical I	2	200	08	240
F	Practical II	2	200	08	240
Total		17	2000	80	1680

6. AREA-WISE COURSE DETAILS OF M.Ed. Spl. Ed. (MR/ID)

AREA A— CORE COURSES				
<i>Code</i>	<i>Title of Paper</i>	<i>Credits</i>	<i>Marks</i>	<i>Hours</i>
A1	Developments in Special Education	4	100	60
A2	Psychology of Development and Learning	4	100	60
A3	Research Methodology and Statistics	4	100	60
A4	Curriculum Design and Development	4	100	60
A5	Inclusive Education	4	100	60
A6	Perspectives in Teacher Education: In-service & Pre-service	4	100	60
A7	Educational Evaluation	4	100	60
Total		28	700	420

AREA B — SPECIALIZATION COURSES				
<i>Code</i>	<i>Title of Paper</i>	<i>Credits</i>	<i>Marks</i>	<i>Hours</i>
B8	Identification, Assessment and Needs of Children with MR/ID	4	100	60
B9	Curriculum and Teaching Strategies for Children with MR/ID	4	100	60
B10	Adulthood and Family Issues of MR/ID	4	100	60
B11	Therapeutics and Assistive Devices for the MR/ID	4	100	60
Total		16	400	240

AREA C — ELECTIVE COURSES (Any one elective course is to be offered)				
<i>Code</i>	<i>Title of Paper</i>	<i>Credits</i>	<i>Marks</i>	<i>Hours</i>
C12	Educational Management	4	100	60
C13	Educational Technology	4	100	60
C14	Guidance and Counselling	4	100	60
Total		12	300	180

AREA D — DISSERTATION				
<i>Code</i>	<i>Title of Paper</i>	<i>Credits</i>	<i>Marks</i>	<i>Hours</i>
D	Dissertation	16	400	480

AREA E — PRACTICAL I (RELATED TO MR/ID)				
<i>Code</i>	<i>Title of Paper</i>	<i>Credits</i>	<i>Marks</i>	<i>Hours</i>
E1	Practical Related to Disability (MR/ID)	4	100	120
E2	Practical Related to Disability (MR/ID)	4	100	120
Total		8	200	240

AREA F — PRACTICAL II (RELATED TO MR/ ID)				
<i>Code</i>	<i>Title of Paper</i>	<i>Credits</i>	<i>Marks</i>	<i>Hours</i>
F1	Field Engagement/Internship as a Teacher/Trainer/ Special Educator	4	100	120
F2		4	100	120
Total		8	200	240

7. SEMESTER-WISE COURSE STRUCTURE OF M.Ed. Spl. Ed. (MR/ID)

7.1. COURSE STRUCTURE OF M.Ed. Spl. Ed. (MR/ID) FOR SEMESTER I

<i>Course Code</i>	<i>Course Title</i>	<i>Hours</i>	<i>Internal Marks</i>	<i>External Marks</i>	<i>Total Marks</i>	<i>Credits</i>
A1	Developments in Special Education	60	20	80	100	4
A2	Psychology of Development and Learning	60	20	80	100	4
B8	Identification, Assessment and Needs of Children with MR/ID	60	20	80	100	4
B9	Curriculum and Teaching Strategies for Children with MR/ID	60	20	80	100	4
E1	Practical Related to MR/ID – Teaching Practice	120	100	..	100	4
Total		360	180	320	500	20

Engagement with field as part of courses

<i>Course</i>	<i>Task for the Special Teacher Educator</i>	<i>Place</i>
A1 & A2	Seminar/Assignment/Project/Presentation	Institute
B8 & B9	Assessment & Identification of needs of MR/ID Teaching Strategies for children with MR/ID	Clinic/Special School

7.2. COURSE STRUCTURE OF M.Ed. Spl. Ed. (MR/ID) FOR SEMESTER II

<i>Course Code</i>	<i>Course Title</i>	<i>Hours</i>	<i>Internal Marks</i>	<i>External Marks</i>	<i>Total Marks</i>	<i>Credits</i>
A3	Research Methodology and Statistics	60	20	80	100	4
A4	Curriculum Design and Development	60	20	80	100	4
A5	Inclusive Education	60	20	80	100	4
B11	Therapeutics and Assistive Devices for the MR/ID	60	20	80	100	4
E2	Practical Related to Disability – Preparation & Administration of Teacher Made Test (TMT)	120	100	..	100	4
Total		360	180	320	500	20

Engagement with field as part of courses

<i>Course</i>	<i>Task for the Special Teacher Educator</i>	<i>Place</i>
A3, A4 & A5	Assignment/Project/Presentation	Institute
B11	Assignment/Project/Presentation	Clinic/Special School

7.3. COURSE STRUCTURE OF M.Ed. Spl. Ed. (MR/ID) FOR SEMESTER III

<i>Course Code</i>	<i>Course Title</i>	<i>Hours</i>	<i>Internal Marks</i>	<i>External Marks</i>	<i>Total Marks</i>	<i>Credits</i>
A6	Perspectives in Teacher Education: In-service & Pre-service	60	20	80	100	4
A7	Educational Evaluation	60	20	80	100	4
B10	Adulthood and Family Issues	60	20	80	100	4
	Elective Courses (Any one) :	60	20	80	100	4
C12	Management in Special Education					
C13	Advanced Educational Technology					
C14	Guidance and Counselling					
D	Dissertation* (Presentation of Research Proposal) *Marks to be allocated in the fourth semester. Teacher Educators need to select a problem for investigations and provide the necessary supportive and explanatory information as needed and present the Research Proposal/ synopsis of their work in the 3rd semester.	60				
F1	Field Engagement/Internship as a Teacher Trainer/Special Educator	120	100	..	100	4
Total		420	180	320	500	20

Engagement with field as part of courses

<i>Course</i>	<i>Task for the Special Teacher Educator</i>	<i>Place</i>
A4	Assignment/Project/Presentation	Institute/School
B10	Assignment/Project/Presentation	Institute/School
C11/C12/C13	Assignment/Project/Presentation	Institute/School
D	Presentation of Research Proposal/Synopsis	Institute/School

7.4. COURSE STRUCTURE OF M.Ed. Spl. Ed. (MR/ID) FOR SEMESTER IV

<i>Course Code</i>	<i>Course Title</i>	<i>Hours</i>	<i>Internal Marks</i>	<i>External Marks</i>	<i>Total Marks</i>	<i>Credits</i>
D	Research Proposal	..	50	..	50	2
	Dissertation	420	150	150	300	14
	Viva Voce	..	..	50	50	..
F2	Field Engagement/Internship as a Teacher Trainer/Special Educator	120	50	50	100	4
Total		540	250	250	500	20

8. DETAILS OF AREA D – DISSERTATION & VIVA VOCE

Dissertation is a compulsory component of the M.Ed Degree Course in Special Education. Dissertation will aim at developing the skills, habits and knowledge needed to engage in inquiry that is both scholarly and action based. Developing a sense of what it means to be engaged simultaneously in research and practice. The candidates identify a research question, review, analyze and synthesize the literature pertaining to the question, and explore the relationship between learning, inquiry, action and justice. The dissertation should be on any theme related to the field of Special Education and Rehabilitation of individuals with mental retardation/intellectual disability. There shall be internal and external evaluation of the dissertation.

Steps for Dissertation Work

1. Select a problem for investigation and provide the necessary supportive information
2. Complete a review of related research literature in accordance with the research problem
3. Explain and describe the methodology used to conduct the research problem
4. Explain the significance of the results obtained after conducting the research study
5. Summarize the results, conclusions derived and recommendations for further research
6. Provide a list of references, other supportive documentation used for the study
7. Make an oral presentation on the completed work.

Viva-Voce: After the 2nd semester Theory and Practical Examinations a comprehensive Viva Voce Examination shall be held. The Viva Board shall be comprised of an External Examiner, Supervising Teacher and the Chairman of the Board of Examiners.

9. DETAILS OF AREA E-PRACTICAL RELATED TO MR/ID (E1 & E2)

1. Case Study: Elicit information from parents and professionals the relevant information about one child with MR/ID.
2. Assess the child with MR/ID, using formal and informal tools and identify the specific learning problems.
3. Write a comprehensive assessment report by analyzing and interpreting the data.
4. Develop an appropriate educational plan for a child with MR/ID (current level, annual goals, short term objectives, methods and material and evaluation).
5. Collaborate with the class teachers and related professional to implement the IEP.
6. IEP for a minimum of 15 sessions (each session lasting for not less than 45 minutes).
7. Make class visits to support the student when the regular teacher teaches and collaborate with the class teachers.
8. Evaluate the child and write a report.

10. DETAILS OF AREA F-FIELD ENGAGEMENT/INTERNSHIP AS TEACHER EDUCATORS (F1 & F2)

Each student teacher educator is expected to teach *10 lectures in Third & Fourth Semester* to student trainees undergoing training in B.Ed. Spl.Ed. (MR/ID) level in topics from the curriculum of B.Ed. Spl. Ed. (MR/ID).

11. SCHEME OF EXAMINATION FOR 2 YEAR M.Ed. Spl. Ed. (MR/ID) FOR SEMESTER – I

THEORY							
Course Code	Course Title	Maximum Marks allotted		Minimum Marks required for pass		Total Marks	Credits
		External	Internal	External	Internal		
A1	Developments in Education and Special Education	80	20	32	08	100	4
A2	Psychology of Development and Learning	80	20	32	08	100	4
B8	Identification, Assessment and Needs of Children with MR/ID	80	20	32	08	100	4
B9	Curriculum and Teaching Strategies for Children with MR/ID	80	20	32	08	100	4
Total Theory						400	16
PRACTICAL							
E1	Practical related to disability (Teaching Practice)	50	50	25	25	100	4
Total Practical						100	4
Grand Total						500	20

12. SCHEME OF EXAMINATION FOR 2 YEAR M.Ed. Spl. Ed. (MR/ID) FOR SEMESTER – II

THEORY							
Course Code	Course Title	Maximum Marks allotted		Minimum Marks required for pass		Total Marks	Credits
		External	Internal	External	Internal		
A3	Research Methodology and Statistics	80	20	32	08	100	4
A4	Curriculum Design & Development	80	20	32	08	100	4
A5	Inclusive Education	80	20	32	08	100	4
B11	Therapeutics and Assistive Devices	80	20	32	08	100	4
Total Theory						400	16
PRACTICAL							
E2	Practical related to disability [Preparation and administration of Teacher-made Test]	50	50	25	25	100	4
Total Practical						100	4
Grand Total						500	20

13. SCHEME OF EXAMINATION FOR 2 YEAR M.Ed. Spl. Ed. (MR/ID) FOR SEMESTER – III

THEORY							
Course Code	Course Title	Maximum Marks allotted		Minimum Marks required for pass		Total Marks	Credits
		External	Internal	External	Internal		
A6	Prespectives in Teacher Education In-service & Pre-service	80	20	32	08	100	4
A7	Educational Evaluation	80	20	32	08	100	4
B10	Adulthoods and Family Issues	80	20	32	08	100	4
	Elective Courses (Any one):						
C12	Educational Management	80	20	32	08	100	4
C13	Educational Technology						
C14	Guidance and Counselling						
Total Theory						400	16
PRACTICAL							
F1	Field Engagement/Internship as a Teacher Trainer	50	50	25	25	100	4
D	Dissertation* Presentation of Research Proposal/ Synopsis	..	..	..	..	..	..
Total Practical						100	4
* Marks to be allocated in the fourth semester						Grand Total	500 20

14. SCHEME OF EXAMINATION FOR 2 YEAR M.Ed. Spl. Ed. (MR/ID) FOR SEMESTER – IV

PRACTICAL							
Course Code	Course Title	Maximum Marks allotted		Minimum Marks required for pass		Total Marks	Credits
		External	Internal	External	Internal		
D	Research	..	50	..	25	50	2
	Proposal	150	150	75	75	300	12
	Dissertation & Viva Voce	50	..	25	..	50	2
F2	Field Engagement/Internship as a Teacher Trainer/Special Educator	50	50	25	25	100	4
Grand Total						500	20

15. PATTERN OF QUESTION FOR THEORY EXAMINATION OF M.Ed. Spl.Ed. (MR/ID)

Part	Type of Questions	No. of choice questions provided	No. of questions to be answered	Marks Per Question	Total Marks
A	Essay	4	2	10	20
B	Short Answer	9	7	5	35
C	Very Short Answer	12	10	2	20
D	Multiple Choice	5	5	1	5
Total					80

16. SEMESTER-WISE ALLOCATION OF MARKS FOR M.Ed. Spl. Ed. (MR/ID)

Semesters	Course Code	Marks Allotted				Total Marks	Credits
		Theory		Practical			
		Internal	External	Internal	External		
I	A1	20	80	..	..	100	4
	A2	20	80	..	..	100	4
	B8	20	80	..	..	100	4
	B9	20	80	..	..	100	4
	E1	..	..	50	50	100	4
	Total Marks	80	320	50	50	500	20
II	A3	20	80	..	..	100	4
	A4	20	80	..	..	100	4
	A5	20	80	..	..	100	4
	B11	20	80	..	..	100	4
	E2	..	..	50	50	100	4
	Total Marks	80	320	50	50	500	20
III	A6	20	80	..	..	100	4
	A7	20	80	..	..	100	4
	B10	20	80	..	..	100	4
	C12/C13/C14	20	80	..	..	100	4
	F1	..	..	50	50	100	4
	Total Marks	80	320	100	50	500	20
IV	RP	..	..	50	..	50	2
	D	..	..	150	150	300	12
	Viva Voce	..	..	..	50	50	2
	F2	..	..	50	50	100	4
Total Marks		..	..	250	250	500	20
Total Marks		240	960	400	400	2000	80
Grand Total		1200		800		2000	80

17. ELIGIBILITY FOR INSTITUTIONS TO IMPLEMENT M.Ed SPECIAL EDUCATION (MR/ID)

Colleges offering B.Ed. Spl. Ed. (MR/ID) course alone are eligible for offering MEd Spl. Ed. (MR/ID) course.

18. DURATION OF THE COURSE

The duration of the course is of four semesters, i.e., two academic years, which can be completed in a maximum of three years from the date of admission to the programme.

19. WORKING DAYS AND ATTENDANCE

The M.Ed. Degree Course in Special Education (MR/ID) will be conducted for at least 200 working days each year exclusive of the period of examination and admission. The institution shall work for a minimum of thirty six hours in a week (five or six days), during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed. The minimum attendance of Student Teacher Educators shall be 80% for all course work, 90% for all practicum, and 100% for School internship (5% attendance may be condoned by the head of institution on genuine grounds).

- 19.1. A candidate shall be permitted to appear for the examination if he/she has a minimum of 75% attendance for each semester.
- 19.2. The student who is short of minimum attendance prescribed will not be eligible to appear for the examination. In such cases, the candidate may appear for the examination after compensating for the shortage of attendance.
- 19.3. Only students who secure the minimum attendance of 75% in the first semester can continue in the second semester.

20. ELIGIBILITY FOR ADMISSION

The admission for the degree of M.Ed. Spl.Ed. (MR/ID) degree shall be open to:

- 20.1. A candidate who has successfully passed B.Ed. Spl.Ed. with minimum 50% marks in Mental Retardation/Intellectual Disability from a recognized University or any other degree considered equivalent to B.Ed. Spl. Ed. (MR/ID) from an affiliating University and/or teaching department under any University recognized by U.G.C. with RCI registration.
- 20.2. A candidate who has successfully passed the B.Ed. General course and has successfully completed Diploma in Education Special Education in Mental Retardation/Intellectual Disability recognized by the Rehabilitation Council of India with minimum 50 percent marks in each course.
- 20.3. A candidate having passed PG Diploma¹ (Till Academic session 2014-15 vide RCI's communication of 20-4-2015 & 9-10-2009 regarding equivalence of Program with B.Ed. Spl. Ed.)
- 20.4. A candidate with B.Ed. in particular specialization may be allowed for M.Ed. cross disability/multi-category (as and when offered) but the reverse is not allowed. B.Ed. with multi-category should not be admitted for specialization in a single disability at the M.Ed. level, however; as part of CBCS, these can be admitted to B.Ed. Spl. Ed. Area C Courses and complete the Specialization Courses to qualify for MR/ID. On completion of Area C, these can be admitted to the M.Ed. Spl.Ed. in MR/ID.
- 20.5. A student with B.A./B.Sc./B.Com. B.Ed. Spl. Ed. (4 years Integrated)
- 20.6. Candidate should have valid RCI registration.

21. ADMISSION

Admission Procedure must be in accordance with the norms of the University of Kerala. Candidates shall satisfy all the academic eligibility requirements at the time of notification for admission. Relaxation of 5% marks for the SC/ST candidates and 2% marks for SEBC candidates shall be allowed.

22. MODE OF SELECTION AND WEIGHTAGE OF MARKS

The total marks for the B.Ed. Special Education (MR/ID) shall be the basis for selection.

- 22.1. Admission to M.Ed. Special Education (MR/ID) will be based on marks obtained in the qualifying examination and performance in the Entrance Test conducted by the University of Kerala.
- 22.2. Weightage of 10 marks for first class in the qualifying PG Degree; weightage of 5 marks in any additional qualifying PG Degree.
- 22.3. Weightage of 2 marks for every year of approved Teaching experience in Government and aided recognized institutions subject to a maximum of 10 marks. No weightage shall be given to less than 6 months teaching experience. Service Certificate to be countersigned by AEO/DEO/DDCE/DHSE/DVHSE. Experience to be counted in completed months. Days not to be counted. $[(2/12) \times (X)]$, where X is the number of months of service].
- 22.4. Weightage of 10 marks will be given to candidates who have passed B.Ed. Special Education (Mental Retardation) from the University of Kerala.

23. READMISSION

Those candidates who discontinue the course after a minimum period of three months for valid reasons and with the prior permission of the Principal/Director can be given the provision of readmission within a period of two years from the date of discontinuation. Such readmissions will be done over and above the sanctioned strength.

24. TRANSITORY REGULATIONS

Whenever a course or scheme of instruction is changed in a particular year, two more examinations immediately following thereafter shall be conducted according to the old syllabus/regulations. Candidates not appearing at the examinations or failing in them shall take the examinations subsequently according to the changed syllabus/regulations.

25. PASSING MINIMUM

Minimum 50% marks or grade 'B' are essential in all courses for passing in the course (Grace Marks as per University norms). Separate minimum of 50% marks for Theory and 50% marks for Practical is required for a Pass.

26. NATURE OF EVALUATION

Internal & External evaluation as per University norms; RCI as Statutory body recommends that the cut-off marks for grade B shall not be less than 50% and for grade B+, it should not be less than 55% under the absolute grading system. Internal assessment for Theory Courses will not exceed 20% and 50% in the practicum wherever applicable.

27. FACULTY-STUDENT RATIO

The faculty-student ratio in the area of M.Ed.Spl.Ed. (MR/ID) may be 1:10, as per the RCI norms. Considering the infrastructural facilities needed for Special Education and based on the tasks such as supervising practicum, a maximum number of 15 students may be admitted for the M.Ed.Spl.Ed. (MR/ID) course, subject to prior permission of the RCI.

28. INFRASTRUCTURAL FACILITIES

It is desirable that institutions have their own building. The building & the plot should ideally be in the name of Institution/Society/Trust. In case of rented building, the institution must have a rent agreement for a period extending up to the date of completion of the proposed training program (whenever the training program is proposed to be started). However, in either case, the institution should have minimum 1000 sq. metres area and shall consist of 500 sq. metres built up area for the first proposed training program. For each additional course, 300 sq. metres additional built up area is required.

- ✱ Lecture Hall/Classrooms — Minimum 3 rooms accommodating 10 students is the basic requirement (minimum one Additional classroom for each additional programme)
- ✱ Multipurpose Hall — 1
- ✱ Staff Room — 1
- ✱ Resource Room — 1 (*to include disability as well as health, physical education, yoga, drama, etc.* Existing facility of B.Ed. may be used)
- ✱ HOD/Principal Room — 1
- ✱ Administrative Room — 1
- ✱ Library (with minimum five journal in respective discipline) — 1
- ✱ ICT — 1
- ✱ Disabled Friendly gender-wise washrooms.

29. CERTIFICATION AS A REGISTERED PROFESSIONAL

It is mandatory as per Section 13 of RCI Act for every teacher of special education to obtain a “Registered Professional Certificate” from the Rehabilitation Council of India to work in the field of special education in India. As continuous professional growth is necessary for the renewal of the certificate, the teachers as well as educators in special education should undergo in-service programme periodically to update their professional knowledge. Amendments, if any, to the regulations of the course will be made periodically by the Rehabilitation Council of India. Any deviation from the above regulations should have the prior approval of the Rehabilitation Council of India. ***The successful students will be registered as Special Educator (Professional). The training institution/organization should ensure that all passed out students are registered with the Council.***

30. AWARD OF DEGREE

The University of Kerala will award degree in **Master of Education Special Education (Mental Retardation/Intellectual Disability)**. The degree awarded will therefore be ***M.Ed. Spl.Ed. (MR/ID)***. While issuing degree certificate, the Universities should clearly spell out the area of specialization.

31. PRACTICING SCHOOLS

Special & Inclusive School — Own Special School/MoU with Special & Inclusive Schools, preferably up to senior secondary school level recognised by State Government for the main disability area (MR/ID) and permission to carry out practical in other disability ***with a precaution that school student with disability should not be overstressed.***

Special Schools for LD and ASD is not an essential condition. Institutions offering more than one programme in Special Education must have own Special School and MoU with other Special/Inclusive School for school engagement and field experience.

The change in the nomenclature of M.Ed. Degree in Special Education (Mental Retardation) to M.Ed. Degree Special Education (Mental Retardation/Intellectual Disability) and Revised Regulations of Two Year M. Ed. Degree in Special Education (Mental Retardation/Intellectual Disability) w.e.f. 2015-2016 was laid before the Senate held on 1st & on 2nd July 2016 as envisaged under Section 39(1) of the Kerala University Act, 1974 for consideration and adoption and the same was approved.

(6)

No. Ac. L/R/2749/2016.

12th August 2016.

AMENDMENT TO THE REGULATIONS RELATING TO FIRST DEGREE PROGRAMMES UNDER CHOICE BASED CREDIT AND SEMESTER (CBCS) SYSTEM

The Academic Council at its meeting held on 19th October 2015 and 18th April 2016 approved the amendment to the Regulations relating to First Degree Programmes under Choice Based Credit and Semester (CBCS) System with regard to the criteria for a pass with effect from 2015 admissions.

AMENDMENT – 1

“That in Clause 9.1 of the Regulations relating to First Degree Programme under CBCS System is amended as follows:

<i>Percentage of Marks</i>	<i>CCPA</i>	<i>Letter Grade</i>
90 and above	9 and above	A+ Outstanding
80 to <90	8 to <9	A Excellent
70 to <80	7 to <8	B Very Good
60 to <70	6 to <7	C Good
50 to <60	5 to <6	D Satisfactory
35 to <50	3.5 to <5	E Adequate
Below 35	<3.5	F Failure

AMENDMENT – 2

“That in Clause 12.7 of the Regulations relating to First Degree Programme under CBCS System is amended as follows:

“A minimum of 35% marks (E grade) shall be required for passing a course with a separate minimum of 35% marks (E Grade) for Continuous Evaluation and End Semester Evaluation.”

AMENDMENT – 3

“That in Clause 12.9 of the Regulations relating to First Degree Programme under CBCS System is amended as follows:

“For the Successful completion of a semester, a student shall have to score a minimum SCPA of 4.00 (E Grade as per table Overall Grade in a Programme under Clause 12.10). However, the student shall be promoted to a subsequent semester irrespective of SCPA Score(s).”

The amendment to the Regulations relating to the First Degree Programmes under Choice Based Credit Semester System was laid before the Senate held on 1st July 2016, as envisaged under Section 39(1) of the Kerala University Act, 1974 for consideration and adoption and the same was approved.

(7)

No. Ac.L/Ord/2750/2016.

12th August 2016.

AMENDMENT TO THE KERALA UNIVERSITY FIRST ORDINANCES, 1978 RELATING TO THE FEES LEVIED FOR VARIOUS PURPOSES RELATED TO AFFILIATION OF COLLEGES/COURSES

The Syndicate at its meetings held on 29-12-2008, 6-12-2014 and on 23-11-2015 resolved to modify the fees and annual administration fees of all category of colleges and to incorporate fees applicable to the Government and Aided/ Self Financing College uniformly in the Chapter IV — “Levy of Fees by the University” in the Kerala University First Ordinances, 1978.

AMENDMENT – 1

“That in Chapter IV—“Levy of fees by the University” of the Kerala University First Ordinances, 1978, the following be modified in sub clause X under Clause 24 — Affiliation of Colleges/Courses.

<i>Name of College/ Institution</i>	<i>Initial fees</i>	<i>Annual Administration fees (to be paid before 31st March each year in advance)</i>	<i>Financial Guarantee</i>
(1)	(2)	(3)	(4)
a. Arts and Science College	₹ 1,00,000 (One lakh only)	₹ 30,000 (Thirty thousand only)	₹ 5,00,000 (Five lakhs only)
b. B.Ed. College	₹ 2,00,000 (Two lakhs only)	₹ 1,50,000 (One lakh fifty thousand only)	₹ 5,00,000 (Five lakhs only)
c. Law College	₹ 1,00,000 (One lakh only)	₹ 1,00,000 (One lakh only)	₹ 1,50,000 (One lakh fifty thousand only)
d. MBA College	₹ 1,00,000 (One lakh only)	₹ 1,00,000 (One lakh only)	₹ 10,00,000 (Ten lakhs only)
e. Nursing College	₹ 5,00,000 (Five lakhs only)	₹ 5,00,000 (Five lakhs only) M.Sc. Nursing ₹ 1,00,000 for each Course	₹ 10,00,000 (Ten lakhs only)
f. Ayurveda College	₹ 5,00,000 (Five lakhs only)	₹ 5,00,000 (Five lakhs only)	₹ 15,00,000 (Fifteen lakhs only)
g. Pharmacy College	₹ 5,00,000 (Five lakhs only)	₹ 2,50,000 (Two lakhs fifty thousand only)	₹ 10,00,000 (Ten lakhs only)
h. Paramedical College	₹ 5,00,000 (Five lakhs only)	₹ 5,00,000 (Five lakhs only)	₹ 10,00,000 (Ten lakhs only)
i. Homoeo College	₹ 5,00,000 (Five lakhs only)	₹ 2,50,000 (Two lakhs fifty thousand only)	₹ 15,00,000 (Fifteen lakhs only)
j. Physical Education College	₹ 5,00,000 (Five lakhs only)	₹ 50,000 (Fifty thousand only)	Not prescribed
k. Siddha College	₹ 5,00,000 (Five lakhs only)	₹ 5,00,000 (Five lakhs only)	₹ 15,00,000 (Fifteen lakhs only)
l. Medical College	₹ 10,00,000 (Ten lakhs only)	₹ 10,00,000 (Ten lakhs only) MD (Allopathy) ₹ 1,00,000 for each Course	₹ 25,00,000 (Twenty five lakhs only)
m. Dental College	₹ 10,00,000 (Ten lakhs only)	₹ 3,00,000 (Three lakhs only) MDS ₹ 1,00,000 for each Course	₹ 15,00,000 (Fifteen lakhs only)
n. Engineering College	₹ 5,00,000 (Five lakhs only)	₹ 5,00,000 (Five lakhs only) M.Tech ₹ 1,00,000 for each Course	₹ 10,00,000 (Ten lakhs only)
o. MCA College	₹ 1,00,000 (One lakh only)	₹ 1,00,000 (One lakh only)	₹ 10,00,000 (Ten lakhs only)

(1)	(2)	(3)	(4)
p. Hotel Management and Catering Technology College	₹ 1,00,000 (One lakh only)	₹ 1,00,000 (One lakh only)	₹ 7,00,000 (Seven lakhs only)
q. Architecture College	₹ 5,00,000 (Five lakhs only)	₹ 5,00,000 (Five lakhs only)	₹ 10,00,000 (Ten lakhs only)
r. Fashion Technology College	₹ 1,00,000 (One lakh only)	₹ 1,00,000 (One lakh only)	₹ 5,00,000 (Five lakhs only)

AMENDMENT – 2

“That in ‘Chapter IV—“Levy of fees by the University” of the Kerala University First Ordinances, 1978, the following be incorporated as sub clause XI of Clause 24 after Sub Clause X.

(i) Suspension of Course of study	₹ 10,000 (per course) (Rupees Ten thousand only)
(ii) Closure of Course of Study	₹ 20,000 (per course) (Rupees Twenty thousand only)
(iii) Closure of College	₹ 2,00,000 (Rupees Two lakhs only)
(iv) Change of name/location/status	₹ 1,00,000 (Rupees One lakh only)
(v) Change of Ownership/Management	₹ 3,00,000 (Rupees Three lakhs only)
(vi) Renewal of NOC for new course	₹ 25,000 (Rupees Twenty five thousand only)
(vii) Renewal of NOC for new college	₹ 50,000 (Rupees Fifty thousand only)

The above Amendment to the Kerala University First Ordinances, 1978 relating to the fees levied for various purposes related to affiliation of colleges/courses was prepared and placed before the Senate held on 1st July 2016 for consideration and adoption as envisaged under Section 37(1) of the Kerala University Act, 1974 and the same was approved.

(8)

No. Ac.L/R/2743/2016.

16th August 2016.

AMENDMENT TO THE REGULATIONS RELATING TO RECOGNITION OF EXAMINATIONS AND DEGREES OF STATE BOARDS/STATUTORY UNIVERSITIES/INSTITUTIONS AND DEGREES OF OTHER UNIVERSITIES

The Academic Council at its meeting held on 18th April, 2016 approved the amendment to the Regulations relating to Recognition of Examinations and Degrees of State Boards/ Statutory Universities/Institutions and Degrees of other Universities as equivalent to the corresponding Degrees/Diplomas/Examinations of Kerala University as recommended by the Standing Committee of the Academic Council.

AMENDMENT

“That, in Chapter IV—Norm for granting Recognition/equivalence to Examinations, Degrees etc. of Universities or Bodies of foreign Countries of the Regulations relating to recognition of examinations and Degrees of other Universities, the following be added to the existing entries under relevant Universities/Institutions under the Heading “Degrees and Examinations of other Universities and Institutions” recognized by the University of Kerala.”

LIST OF DEGREES/EXAMINATIONS OF OTHER UNIVERSITIES/INSTITUTIONS

<i>Sl. No.</i>	<i>Order No. and Date</i>	<i>Name of the State Boards/Statutory Universities/Foreign Universities/Institutions</i>	<i>Examinations/ Degrees</i>	<i>Corresponding Examinations/ Degree of the University of Kerala</i>	<i>Authorities Recommended</i>
(1)	(2)	(3)	(4)	(5)	(6)
1	Ac. C/2/010956/2014 dated 11-5-2015	University of Madras through Ramakrishna Mission Vivekananda College, Evening College, Chennai (Autonomous)	B.C.A. (Regular)	As equivalent to the B.C.A. Degree (Regular) of the University of Kerala	<p>Annual meeting of the BoS in Computer Science (Pass) The Board has decided to grant recognition to the B.C.A. (Regular) of University of Madras through Ramakrishna Mission Vivekananda College, Evening College, Chennai (Autonomous) as equivalent to the B.C.A. Degree (Regular) of the University of Kerala.</p> <p>Dean, Faculty of Applied Sciences and Technology Recognized as equivalent to the B.C.A. Degree (Regular) of the University of Kerala.</p>
2	Ac. C/2/012961/2014 dated 11-6-2015	Manonmaniam Sundaranar University, Thirunelveli	Ph.D. Degree in Aquatic Biology and Fisheries-Zoology (Interdisciplinary) awarded to Sri Nandakumar, S.	As an eligible qualification for the purpose of availing advance increment in the field of Zoology	<p>Chairman, BoS in Zoology (P.G.) May be recognized as an eligible qualification for availing advance increment.</p> <p>Dean, Faculty of Science May be recognized as an eligible qualification for the purpose of availing advance increment in the field of Zoology.</p>
3	Ac. C/2/013767/2015 dated 11-6-2015	Mahatma Gandhi University, Kottayam	B.A. Degree in Music-Veena (Regular)	For the specific purpose of admission to M.P.A. Degree of the University of Kerala	<p>Chairman, BoS in Music (Pass) May be recognized for the specific purpose of admission to M.P.A. Degree of the University of Kerala</p> <p>Dean, Faculty of Fine Arts Endorsed the remarks of the chairman, BoS in Music (Pass).</p>
4	Ac. C/015989/2015 dated 10-6-2015	University of Hyderabad, Hyderabad	M.A. Degree in Communication (Print and New Media) (Regular)	As equivalent to M.C.J. Degree of the University of Kerala for higher studies and employment	<p>Chairman, BoS in Communication and Journalism May be recognized as equivalent to M.C.J. Degree of the University of Kerala for higher studies and employment.</p>

(1)	(2)	(3)	(4)	(5)	(6)
					Dean, Faculty of Arts Endorsed the remarks of Chairman, BoS in Communication and Journalism
5	Ac. C/014708/2015 dated 18-6-2015	Annamalai University	B.A. Degree in Tamil through Distance Mode	As equivalent to B.A. Degree in Tamil Language and Literature of the University of Kerala for higher studies and employment	Chairman, BoS in Tamil (Pass) May be granted recognized as equivalent to B.A. Degree in Tamil Language and Literature of the University of Kerala for higher studies and employment. Dean, Faculty of Oriental Studies May be granted recognition as equivalent to B.A. Degree in Tamil Language and Literature of the University of Kerala for higher studies and employment.
6	Ac. C/015557/2015 dated 19-6-2015	University of Kerala	M.Phil. Degree in Zoology (Regular)	As equivalent to M.Phil. Degree in Aquatic Biology and Fisheries of the University of Kerala for the Purpose of employment	Chairman, BoS in Aquatic Biology and Fisheries May be recognized as equivalent to M.Phil. Degree in Aquatic Biology and Fisheries of the University of Kerala for higher studies and employment. Dean, Faculty of Science May be recognized as equivalent to M.Phil. Degree in Aquatic Biology and Fisheries of the University of Kerala for the purpose of employment.
7	Ac. C/015696/2015 dated 19-6-2015	University of Kerala	Ph.D. Degree in Aquatic Biology and Fisheries awarded to Sri Prasad, B. O.	As an eligible qualification for appointment and increment purpose of Assistant Professor in colleges affiliated to the University of Kerala in the field of Zoology	Chairman, BoS in Zoology (P.G.) May be considered as equivalent to Ph.D. in Zoology of the University of Kerala for the appointment and increment purpose of Assistant Professor in Colleges. Dean, Faculty of Science As an eligible qualification for appointment and increment purpose of Assistant Professor in colleges affiliated to the University of Kerala in the field of Zoology.

(1)	(2)	(3)	(4)	(5)	(6)
8	Ac. C/2/013282/2015 dated 20-6-2015	Annamalai University	Ph.D. Degree in Marine Biology and Oceanography awarded to Sri Dhaneesh, K. V.	As an eligible qualification for the appointment to the post of Assistant Professor in Zoology in affiliated Colleges under the University of Kerala	<p>Chairman, BoS in Zoology (P.G.) May be recognized as an eligible qualification for the appointment to the post of Assistant Professor in Zoology in affiliated colleges under the University of Kerala.</p> <p>Dean, Faculty of Science May be recognized as an eligible qualification for the appointment to the post of Assistant Professor in Zoology in affiliated colleges under the University of Kerala.</p>
9	Ac. C/010621/2015 dated 20-6-2015	Periyar University, Salem through Periyar Institute of Distance Education (PRIDE)	B.A. Degree in English through Distance Mode	As equivalent to B.A. Degree in English Language and Literature of the University of Kerala for higher studies and employment	<p>Chairman, BoS in English (Pass) May be granted recognition as equivalent to B.A. Degree in English Language and Literature of the University of Kerala for higher studies and employment.</p> <p>Dean, Faculty of Arts Endorsed the remarks of Chairman, BoS in English (Pass).</p>
10	Ac. C/003811/2014 dated 20-6-2015	University of Madras	M.F.A. Degree in Visual Communication Design (Regular)	As an eligible qualification for higher studies under the Faculty of Fine Arts of the University of Kerala	<p>Chairman, BoS in Applied Arts Can be considered as equivalent to M.F.A. conducted in M.G. University, Kottayam in Kerala. University of Kerala has not yet started M.F.A. Course in Applied Arts.</p> <p>Dean, Faculty of Fine Arts As an eligible qualification for higher studies under the Faculty of Fine Arts.</p>
11	Ac. C/014476/2015 dated 23-6-2015	Manonmaniam Sundaranar University, Thirunelveli through Scott Christian College (Autonomous), Nagercoil	B.A. Degree in History (Regular)	As equivalent to B.A. Degree in History of the University of Kerala for all purposes of higher studies and employment	<p>Chairman, BoS in History (Pass) May be recognized as equivalent to B.A. Degree in History of the University of Kerala for all purposes of higher studies and employment.</p> <p>Dean, Faculty of Social Sciences Endorsed the remarks of the Chairman, BoS in Social Sciences.</p>

(1)	(2)	(3)	(4)	(5)	(6)
12	Ac. C/015366/2015 dated 23-6-2015	Mangalore University, Mangalore	B.Sc. Triple main Degree in Mathematics Statistics, Computer Science (Regular)	As equivalent to B.Sc. Degree in Mathematics for the purpose of employment only	Chairman, BoS in Mathematics (Pass) May be treated as equivalent to B.Sc. Degree in Mathematics for employment. Dean, Faculty of Science As equivalent to B.Sc. Degree in Mathematics for the purpose of employment.
13	Ac. C/2/015542/2015 dated 30-6-2015	Vinayaka Missions University, Salem (Deemed)	B.Com. Degree through Distance Mode	For higher studies only	Chairman, BoS in Commerce (Pass) May be recognized as equivalent to B.Com. (IDE) of the University of Kerala for higher studies. Dean, Faculty of Commerce Recommended for higher studies.
14	Ac. C/015139/2015 dated 30-6-2015	Mahatma Gandhi University, Kottayam	M.Phil. Degree in General Social Sciences (Economics) under the Faculty of Social Sciences	As an eligible qualification for higher studies (Ph.D. Programme) and employment purpose in Economics	Chairman, BoS Economics (P.G.), who is also the Dean, Faculty of Social Sciences May be recognized as equivalent to M.Phil. Degree in Economics of the University of Kerala for higher studies and employment.
15	Ac. C/016116/2015 dated 30-6-2015	University of Kerala	Ph.D. Degree in Aquatic Biology and Fisheries awarded to Smt. Rajasree, K. M.	As an eligible qualification for the purpose of employment in the field of Zoology	Chairman, BoS in Zoology (P.G.) May be recognized as an eligible qualification for the employment purpose in Zoology. Dean, Faculty of Science May be recognized as an eligible qualification for the purpose of employment in the field of Zoology.
16	Ac. C/016068/2015 dated 1-7-2015	Cochin University of Science and Technology (CUSAT), Kochi	Ph.D. Degree awarded to Smt. Rose Leena- Thomas under the Faculty of Technology	As an eligible qualification for the purpose of employment in the field of Physics.	Chairman, BoS in Physics (P.G.) May be recognized as equivalent to the Ph.D. in Physics of the University of Kerala for the purpose of employment and higher studies. Dean, Faculty of Science May be recognized as an eligible qualification for the purpose of employment in the field of Physics.

(1)	(2)	(3)	(4)	(5)	(6)
17	Ac. C/14507/2015 dated 3-7-2015	Bharathiar University through Srikrishna Arts & Science College, Coimbatore, (Autonomous)	B.Com. (Regular)	As equivalent to First Degree Programme in Commerce for higher studies and employment	Chairman, BoS in Commerce (Pass) As equivalent to First Degree Programme in Commerce for higher studies and employment. Dean, Faculty of Commerce Endorsed the remarks of the Chairman.
18	Ac. C/15567/2015 dated 3-7-2015	Bharathiar University through Rathnavel Subramaniam College of Arts & Science (Autonomous), Coimbatore	B.Sc. Degree in Nutrition & Dietetics (Regular)	As an eligible qualification for admission to M.Sc. Degree in Food & Nutrition/Nutrition & Dietetics.	Chairman, BoS in Home Science As an eligible qualification for admission to M.Sc. Degree in Food & Nutrition/ Nutrition & Dietetics. Dean, Faculty of Science Endorsed the remarks of the Chairman.
19	Ac. C/2/16167/2015 dated 30-6-2015	University of Kerala	Ph.D. in Biotechnology awarded to Sri Dinesh Raj, R.	As an eligible qualification for higher studies and employment in the field of Botany	Chairman, BoS in Botany (P.G.) As equivalent to Botany for higher studies & employment. Dean, Faculty of Science As an eligible qualification for higher studies and employment in the field of Botany.
20	Ac. C/15964/2015 dated 3-7-2015	University of Calicut	B.F.A. Degree in Applied Arts (Regular)	As equivalent to B.F.A. Degree in Applied Arts of the University of Kerala for higher studies and employment	Chairman, BoS in Applied Arts As equivalent to B.F.A. Degree in Applied Arts of the University of Kerala for higher studies and employment Dean, Faculty of Fine Arts Endorsed the remarks of the Chairman.
21	Ac. C/15865/2015 dated 1-7-2015	University of Calicut, Calicut	B.F.A. Degree in Painting (Regular)	As equivalent to B.F.A. Degree (Painting) of the University of Kerala for higher studies and employment	Chairman, BoS in Applied Arts As equivalent to B.F.A. (Painting) of the University of Kerala for higher studies and employment Dean, Faculty of Fine Arts Endorsed the remarks of the Chairman.
22	Ac. C/2/15754/2015 dated 30-6-2015	University of Kerala	Ph.D. in Biotechnology awarded to Sri Mani Sankar Babu	As an eligible qualification for the purpose of claiming advance increment	Chairman, BoS in Botany (P.G.) As equivalent to Botany for claiming advance increment. Dean, Faculty of Science As an eligible qualification for the purpose of claiming advance increment.

(1)	(2)	(3)	(4)	(5)	(6)
23	Ac. C/16422/2015 dated 6-7-2015	University of Kerala	M.Phil. Degree in Future Studies of the University of Kerala	As an eligible qualification for the post of Assistant Professor in Tourism the P.G. Degree being in MTA of Kerala University	Chairman, BoS in Business Management (P.G.) As an eligible qualification for the post of Assistant Professor in Tourism—the P.G. Degree being in MTA of Kerala University. Dean, Faculty of Management Studies Endorsed the remarks of the Chairman.
24	Ac. C/14493/2015 dated 30-6-2015	Bharathiar University through Dr. G. R. Damodaran College of Science (Autonomous), Coimbatore	M.A. Degree in Mass Communication (Regular)	As equivalent to M.C.J. of Kerala University for higher studies and employment	Chairman, BoS in Communication and Journalism As equivalent to M.C.J. of Kerala University for higher studies and employment. Dean, Faculty of Arts Endorsed the remarks of Chairman.
25	Ac. C/2/15951/2015 dated 30-6-2015	University of Kerala	Ph.D. Degree in Biotechnology awarded to Sri Suresh, V.	As an eligible qualification for claiming advance increment	Chairman, BoS in Botany (P.G.) As equivalent to Botany for claiming advance increment. Dean, Faculty of Science As an eligible qualification for claiming advance increment.
26	Ac. C/17406/2015 dated 16-7-2015	University of Madras through Stella Maris College, Chennai (Autonomous)	B.S.W. (Regular)	As equivalent to B.S.W. of the University of Kerala for higher studies	Chairman, BoS in Social Work (Pass) As equivalent to B.S.W. of the University of Kerala for higher studies. Dean, Faculty of Social Sciences Endorsed the remarks of the Chairman.
27	Ac. C/15749/2015 dated 15-7-2015	IGNOU, New Delhi	M.A. Degree in Political Science (Distance Mode)	As equivalent to M.A. Degree in Political Science of the University of Kerala for higher studies and employment	Chairman, BoS in Political Science (P.G.) As equivalent to M.A. Degree in Political Science of the University of Kerala for higher studies and employment. Dean, Faculty of Social Sciences Endorsed the remarks of the Chairman.

(1)	(2)	(3)	(4)	(5)	(6)
28	Ac. C/4521/2014 dated 19-3-2015	Manonmaniam Sundaranar University, Thirunelveli	B.C.A. through Distance Mode	As equivalent to B.C.A. Degree (through IDE) of the University of Kerala for higher studies and employment	Chairman, BoS in Computer Science (Pass) As equivalent to B.C.A. Degree (through IDE) of the University of Kerala for higher studies and employment. Dean, Faculty of Applied Sciences and Technology Endorsed the remarks of the Chairman.
29	Ac. C/2/015649/2015 dated 28-7-2015	CUSAT, Kochi	Ph.D. Degree in Marine Biotechnology awarded to Sri Rejish Kumar, V.J.	As an eligible qualification for employment in the field of Aquatic Biology & Fisheries	Chairman, BoS in Aquatic Biology and Fisheries Recognized for higher studies & employment. Dean, Faculty of Science As an eligible qualification for employment in the field of Aquatic Biology & Fisheries.
30	Ac. C/12547/2014 dated 28-7-2015	Manonmaniam Sundaranar University, Thirunelveli	B.Sc. Degree in Nutrition & Dietetics (Regular)	For purpose of admission to M.Sc. Degree in Food & Nutrition/Nutrition & Dietetics of the University of Kerala	Chairman, BoS in Home Science (Pass) For purpose of admission to M.Sc. Degree in Food & Nutrition/ Nutrition & Dietetics of the University of Kerala. Dean, Faculty of Science Endorsed the remarks of the Chairman.
31	Ac. C/010192/2014 dated 28-7-2015	Amrita Vishwa Vidyapeetham University (Deemed)	M.D.S. (Periodontology) (Regular)	As equivalent to the M.D.S. (Periodontics) of the University of Kerala for higher studies only.	Chairman, Board of Studies in Dentistry (PG) As equivalent to the M.D.S. (Periodontics) of the University of Kerala for higher studies only. Dean, Faculty of Dentistry Endorsed the remarks of the Chairman.
32	Ac. C/015227/2015 dated 31-7-2015	Calicut University	Bachelor of Psychology (B.Psych.) in School Counselling (Distance)	As an eligible qualification for admission to B.Ed. Special Education (Mental Retardation) the University of Kerala	Chairman, BoS in Psychology (Pass) & Education (Pass) For the purpose as requested by the candidate. Dean, Faculty of Education Endorsed the remarks of the Chairman.
33	Ac. C/025546/2015 dated 3-7-2015	University of Delhi	B.Sc. Degree in Home Science (Pass)	As equivalent to the B.Sc. Degree in Home Science of the University of Kerala for higher studies and employment.	Chairman, BoS in Home Science (Pass) As equivalent to the B.Sc. Degree in Home Science of the University of Kerala for higher studies and employment. Dean, Faculty of Science Endorsed the remarks of the Chairman.

(1)	(2)	(3)	(4)	(5)	(6)
34	Ac. C/13161/2014 dated 31-7-2015	Bharathiar University through CMS College of Science & Commerce (Autonomous), Coimbatore	M.Phil. Degree in Microbiology	As an eligible qualification for higher studies where P.G. Degree in Life Science is an essential qualification	Chairman, BoS in Microbiology As an eligible qualification for higher studies where P.G. Degree in Life Science is an essential qualification. Dean, Faculty of Science Endorsed the remarks of Chairman.
35	Ac. C/016439/2015 dated 1-8-2015	Manonmaniam Sundaranar University, Thirunelveli	M.A. Degree in Sociology through Distance Mode	As equivalent to the M.A. Degree in Sociology of the University of Kerala for higher studies and employment	Chairman, Board of Studies in Sociology (P.G.) As equivalent to the M.A. Degree in Sociology of the University of Kerala for higher studies and employment. Dean, Faculty of Social Science Endorsed the remarks of the Chairman.
36	Ac. C/014803/2015 dated 1-8-2015	Saurashtra University, Rajkot	Ph.D. Degree in Science (Experimental Biology) awarded to Sri K. G. Raghu	As an eligible qualification for research guideship in the field of Zoology in the University of Kerala	Chairman, BoS in Zoology (P.G.) As an eligible qualification for research guideship in the field of Zoology in the University of Kerala. Dean, Faculty of Science Endorsed the remarks of the Chairman.
37	Ac. C/16794/2015 dated 31-7-2015	JNU, New Delhi	M.A Degree in Applied Economics (Regular) through CDS, Thiruvanan- thapuram	As equivalent to M.A. Degree in Economics for employment purpose only	Chairman, BoS in Economics (P.G.) who is also Dean, Faculty of Social Science As equivalent to M.A. Degree in Economic for employment purpose only.
38	Ac. C/18291/2015 dated 8-8-2015	CUSAT, Kochi	B.Tech. Degree in Electronics & Instrumentation Engineering (Regular)	As an eligible qualification for admission to M.Tech. Degree in Electronics & Communication (Opto-electronics & Optical Communication) of University of Kerala.	Chairman, BoS in Optoelectronics As an eligible qualification for admission to M.Tech. Degree in Electronics & Communication (Opto- electronics & Optical Communiation) of University of Kerala. Dean, Faculty of Applied Sciences and Technology Endorsed the remarks of the Chairman.

(1)	(2)	(3)	(4)	(5)	(6)
39	Ac. C/16723/2015 dated 11-9-2015	University of Madras through Presidency College (Autonomous), Chennai	M.Sc. Degree in Zoology (Regular)	As an eligible qualification for employment purpose and higher studies in the field of Zoology	Chairman, BoS in Zoology (P.G.) As an eligible qualification for employment purpose and higher studies in the field of Zoology. Dean, Faculty of Science Endorsed the remarks of the Chairman.
40	Ac. C/016509/2015 dated 2-9-2015	University of Trento, Italy	Ph.D. Degree in Materials Science and Engineering awarded to Sri Rahul- Sasidharan Pillai	As an eligible qualification for employment in the field of Chemistry	Chairman, BoS in Chemistry (P.G.) As equivalent to that of Kerala University. Dean, Faculty of Science As an eligible qualification for employment in the field of Chemistry.
41	Ac. C/017683/2015 dated 3-9-2015	Gottfried Wilhelm Leibniz University, Hannover	Ph.D. Degree in Natural Science awarded to Smt. Jinu M. John	As an eligible qualification for employment in the field of Chemistry	Chairman, BoS in Chemistry (P.G.) As equivalent to Ph.D. Degree of University of Kerala. Dean, Faculty of Science As an eligible qualification for employment in the field of Chemistry.
42	Ac. C/15236/2015 dated 9-9-2015	The Maharaja Sayajirao, University of Baroda	M.V.A. (Sculpture) (Regular)	As equivalent to M.F.A. (Sculpture) Degree for higher studies and employment	Chairman, BoS in Applied Arts As equivalent to M.F.A. (Sculpture) Degree for higher studies and employment Dean, Faculty of Fine Arts Endorsed the remarks of the Chairman.
43	Ac. C/10947/2015 dated 9-9-2015	University of Kerala	M.Phil. Degree in Environmental Science	As an eligible qualification for pursuing higher studies and employment in the field of Biochemistry	Chairman, BoS in Biochemistry & Environmental Sciences As an eligible qualification for pursuing higher studies and employment in the field of Biochemistry. Dean, Faculty of Science Endorsed the remarks of the Chairman.
44	Ac. C/2/17812/2015 dated 14-9-2015	Bangalore University through Jyoti Nivas College (Autonomous), Bangalore	M.A. Degree in English (Regular)	As equivalent to M.A. Degree in English Language & Literature of the University of Kerala for higher studies and employment	Chairman, BoS in English (P.G.), who is also Dean, Faculty of Arts As equivalent to M.A. Degree in English Language & Literature of the University of Kerala for higher studies and employment.

(1)	(2)	(3)	(4)	(5)	(6)
45	Ac. C/2/004187/2013 dated 8-9-2015	University of Kerala	Ph.D. Degree in Aquatic Biology & Fisheries awarded to Sri Selvakumar, D.	As an eligible qualification for higher studies and employment in Biochemistry	Chairman, BoS in Biochemistry As an eligible qualification for higher studies and employment in Biochemistry. Dean, Faculty of Science Endorsed the remarks of the Chairman.
46	Ac. C/16690/2015 dated 1-9-2015	University of Kerala	Ph.D. Degree in Aquatic Biology & Fisheries awarded to Sri Sumesh, C.	As an eligible qualification for employment as Assistant Professor in the field of Zoology and for availing advance increment	Chairman, BoS in Zoology (P.G.) May be granted recognition for advance increment in Zoology. Dean, Faculty of Science As an eligible qualification for employment as Assistant Professor in the field of Zoology and for availing advance increment.
47	Ac. C/12068/2015 dated 17-9-2015	IGNOU, New Delhi	P.G. Professional Diploma in Special Education in Mental Retardation	As an eligible qualification for admission to M.Ed. Special Education in Mental Retardation Programme of the University of Kerala	Chairman, BoS in Education (P.G.) As an eligible qualification for admission to M.Ed. Special Education in Mental Retardation Programme of Kerala University. Dean, Faculty of Education Endorsed the remarks of the Chairman.
48	Ac. C/019542/2015 dated 19-9-2015	Amrita Vishwa Vidyapeetham University, Coimbatore (Deemed)	Ph.D. Degree in the Faculty of Engineering awarded to Smt. Mini, P. A.	As an eligible Degree for employment and further studies in the field of Physics	Chairman, BoS in Physics (P.G.) As an eligible Degree for employment and further studies in the field of Physics. Dean, Faculty of Science Endorsed the remarks of the Chairman.
49	Ac. C/012546/2015 dated 2-9-2015	Bharathiar University through Rathnavel Subramaniam College of Arts & Science (Autonomous), Coimbatore	M.Sc. Degree in Food & Nutrition (Regular)	As equivalent to M.Sc. Degree in Food & Nutrition of the University of Kerala for higher studies and employment purpose	Chairman, BoS in Home Science (P.G.) As equivalent to M.Sc. Degree in Food & Nutrition of the University of Kerala for higher studies and employment. Dean, Faculty of Science Endorsed the remarks of the Chairman.

The above amendment to the Regulations relating to Recognitions of Examinations and Degrees of other Universities was laid before the Senate held on 1st July 2016 for consideration and adoption as envisaged under section 39(1) of the Kerala University Act, 1974 and the same was approved.

University Buildings,
Thiruvananthapuram.

DR. M. JAYAPRAKAS,
Registrar in-charge.